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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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Too Many SAFEGUARDS Kill Student Government

By

EARL C. KELLEY

HARVEY AND ALLEN's "The 20 Questions on Student Government", in the October 1943 issue of THE CLEARING HOUSE, deals with a very important and much neglected phase of American education.

If the following remarks seem critical, it is hoped that those who read them will realize that commendation is hardly necessary and that the criticisms are intended in the spirit of constructive helpfulness. The four or five items criticized are not by any means the whole article—but they seem basic.

The article misses the spirit and essence

of democracy, which is one's attitude towards his fellow man. Around this simple basic concept one organizes whatever he does, whether it be in the government of a school or in any other human activity.

A democratic attitude means that the individual is not only important but that he has an inner dignity which demands the respect of every other person. It means that everyone not only is capable of receiving from others but is also capable of making contributions to the good of the whole. It means that in a cooperative enterprise everyone would quite naturally want good government, and that no one group in the cooperative enterprise, such as adults, for example, have a corner on virtue.

Of course, people who have been excluded from the cooperative enterprise may not want good government, but this is because they have been excluded. In adult life we must believe that everyone is capable of governing himself. This forces the belief that young people during the time they are young—and particularly while they are in school—must be learning to govern themselves. The way they learn to govern themselves is by practicing self government.

The government of a democratic school cannot rise much higher than the governing ability of these young people while they practice government. If we try to make it

EDITOR'S NOTE: Dr. Kelley takes vigorous exception to several of the answers contained in "The 20 Questions on Student Government" in the October 1943 issue. These answers had to do with the extent of student participation in school government, delegation of authority, and "safeguards" on the principal's authority. The author writes concerning his own practical experience in this area: "I operated a system of student participation in school government for nine years at the Milwaukee, Wis., Vocational School, where at times we had as many as 13,000 pupils." Dr. Kelley is now professor of secondary education at Wayne University, Detroit, Mich.

better than that we are introducing authoritarianism.

In the light of this simple basic belief there are too many safeguards in the article. More than once it emphasizes the fact that there must be only delegated authority and in one place the word "delegated" is italicized. Much emphasis is placed upon keeping the principal's veto well in mind. It is as though Mr. Allen did not expect the enterprise to succeed because of a lack of basic faith in the young people who are going to try to operate it.

To be sure the principal is responsible to the board of education for running a good school. But he can run a good school by creating a cooperative school society in which the principles of democracy are really practiced. He must, however, approach this problem cooperatively. He must do things with, not to, his pupils. When principal and pupils do things together in good faith with sufficient discussion and consensus, there will be no need for any veto.

If the principal approaches student government with an attitude that he is going to watch the pupils carefully and that with his veto power he is going to cut them down at the right time, therefore not really believing that they are going to do right, he will not succeed. If he approaches the matter with the attitude, "let's do it together," he will not need excessive control.

The principals of the country do not need to be cautioned to go slowly. They need to be urged to go forward. They need to be persuaded to take more chances on the general soundness and goodness of youth than they are at the present time willing to take. These safeguards are hardly necessary. Too many of them will be practiced anyway.

While it is true that there are many things that the young people will not be able to do and decisions that they will not be able to make because of factors that they

do not understand, if these things are frankly explained to them they will be content. However, it is essential in a program of student participation in government that some functions be found which the pupils can act upon with final authority.

If there is nothing at all in the school that the pupils can really do and in which they can have final authority, maybe it is not possible to have a system of student participation in government at all.

Student participation in government is not an extracurricular activity. It is basic to the very life of the school. This must be said in spite of the fact that it is often spoken of as an extracurricular activity and many of the references given in the article are books on extracurricular activities.

Participation in government should permeate every function of the school. It should be so much a part of the school that no one would ever come to school a single day without feeling that he had participated in the government of the school. No one can ever get out from under his government. It should function in the classroom and on the playground. Every pupil who comes to school should do something for the school every time that he comes so that he can feel that it is his school and that it ran better today because he came to school instead of being absent.

If student participation in government is considered extracurricular, it is likely to deteriorate to the point where it consists of having the council's picture in the annual every spring.

The tasks undertaken must be more significant. The matter of primary importance in the task is whose task it is. A very fine position in the school may be degrading if it is serving the purposes of someone else besides the members of the cooperative society. In a truly cooperative society no task is too menial for the pupils to undertake.

Even menial tasks can be ennobling when the purposes under which they are undertaken are those of cooperation.

There is a vast number of projects in and about any school that young people can do—but the tasks must come about as their cooperative share in a successful enterprise. No administration should ever undertake a system of student participation in government in order to get some chores done that the adults want done and do not want to pay for.

Faculty cooperation is not enough. Everyone who works under the roof of the building—pupil, teacher, clerk, janitor, principal—must feel that he is part of a cooperative enterprise and he must enter into student government in that spirit. This does not mean that pupils should govern teachers. It merely means that pupils and teachers must work together on their common problems and approach them in a cooperative way instead of the all too common competitive way where the teacher is

trying to get the pupil to do something the pupil does not want to do and the pupil is trying to see whether he can get out of doing it.

If the teachers "tolerate" this or "allow" that or "delegate" this or "grant" that, they are not entering into a cooperative enterprise. They are still maintaining a dictatorship which they are trying to make appear democratic.

There is no more rewarding enterprise in human endeavor than a cooperative undertaking. There is no better place for cooperative undertakings than in the schools. Cooperation makes two blades of grass grow where one grew before; in competition the one blade often withers. Cooperation calls for mutual confidence. When a group of people composed of teachers and pupils arrive at a point where they have the mutual confidence in one another requisite to a really cooperative enterprise, then the educative process on both sides can truly begin.

Do's and Don't's in School Press Relations

A list of do's and don't's, and stray thoughts about press relations and public relations in general, would certainly include the following among others:

1. Never send anything to the press that you wouldn't put in the paper yourself if you were its editor. Ask yourself also whether you'd read the article if it didn't relate to some interest of yours.
2. Make it so the very receipt of the envelope containing your release is notice to the editor that "this is good or he wouldn't have sent it". In other words, never decrease the value of your releases by sending out material of lesser worth.
3. Don't comment on anything and everything or seek to express your views on every issue that's raised.
4. Don't be disturbed by detractors. They never disturbed Lincoln.
5. One thing is all that need be said about speeches: The Gettysburg Address contains only 266 words.
6. Remember that no man can measure how

much patting on the back he's entitled to for something he himself has done.

7. Some people can never strike a balance between hiding their light under a bushel and hogging the limelight.

8. When determining upon a new course, remember that when you swing your bow to starboard, your stern goes to port.

9. Remember that on news stories newsmen are always working against time.

10. Never deny individual newspaper men the opportunity to seek out their own news and feature stories.

11. Never refuse to see or talk with newsmen if it's possible for you to do so. You may say you have no comment to make; you may talk on or off the record; be quoted or not as you request; or you may tell the whole story and ask that it be held for release. But DON'T make the newsmen report back to their offices that you wouldn't see or talk with them. It's not only bad public relations but downright impolite.—HOWARD A. SHIEBLER in *High Points*.

OUR PRE-FLIGHT ACTIVITIES

The seniors' projects helped them to learn

By BESSIE F. NESMITH

WHEN THE NEW INSTRUCTOR took over in mid-term the pre-flight course of New Bedford, Mass., High School, disaster was imminent. There were unfavorable reports on class attitude—a lack of cooperation and enthusiasm.

This class of seniors told me that they felt they were off the True Course. Their work had been confined too closely to textbook content, whereas they were eager to have real experiences in the principles they studied.

To discover channels of thought and interest, I turned the lesson into a question and discussion period. And as a result we became organized as *The Whaling City*, with a crew of 39 co-pilots, 4 hostesses, and the pre-flight instructor. The following questions of the pupils indicated their desires:

"May we work on our model airplanes instead of doing homework?"

"Are we going to construct Army and Navy models?"

"Don't you think that some physics 'experiments' in connection with aviation would be interesting?"



EDITOR'S NOTE: *It seems that even a pre-flight course will not appeal to air-minded young people unless it is arranged to fit their special interests and needs. This is the story of how the author took over a pre-flight course in mid-term, and faced by lack of class interest, worked with the pupils to make the course a success. Miss Nesmith teaches in New Bedford, Mass., High School.*

"I like to make illustrated notebooks with diagrams, charts and graphs. Do you approve?"

"Yes," I replied to this. "Since I also teach art, illustrated work is my hobby. A well planned, neatly arranged book shows accurate knowledge and interest."

"Well, how about the fellows who cannot draw? Do you give weekly exams, and does a fellow get a zero if he is absent? We would like to know your system."

This was rather unexpected, although my previous answer had "asked for it", so I laid the chart on the table.

"My system of marking," I explained, "is distinctly individual. You are not marked by numerical standards, nor by a comparative gauge. Pilots strive to attain maximum altitude records—and while everyone does not reach the same height, each pupil's effort must be his best; you are rated exclusively on attitude, interest, responsibility assumed, and personal equations, rather than factual knowledge."

The class looked a little mystified, as this was a new perspective, and then continued their questioning.

"May we hold a Field Day at Buttonwood Park, and fly our models in a contest?"

"I'm interested in making a book of aviation problems. How do you like that idea?"

"Will you help us prepare for the CAA Pilot exams?"

I answered that I planned to teach them the approved Ground School Course given to the Army and Navy Pilots at New York University. "Is that satisfactory to all?" I inquired. They agreed unanimously.

I opened my bag, and a tiny compass dropped from a compartment. Several

hands reached to rescue it. "This is the most important instrument on the plane," I explained, "and if you get off the T.C., just change your navigation and get back. Now we have pulled *The Whaling City* out of a nose-dive, in what direction shall we plot our course?"

The following day the crew held a meeting to choose officers. A classmate from the commercial department was chosen for secretarial duties, which gave her excellent experience in letter typing and other business practices.

The pupils now formed committees to study their chosen problems, prepare lesson plans, secure materials for an interesting presentation of the lesson, and to attend to any other necessary details. Each pupil kept a notebook in which he recorded experiences, methods of procedure, and evaluation.

The topics of the course and activities developed in each are hereby explained by excerpts from the notebooks of different pupils in the class:

The first unit selected for study was "*How Did Man Solve the Problem of Human Flight?*" The objective was to discover the most important developments resulting in the modern airplane. The following films were shown: "*Conquest of the Air*", "*Men and Wings*", and "*Historical Aircraft*".

We prepared brief stories of men and their contributions to aviation as follows: Leonardo da Vinci, designer of the first helicopter, and Sikorsky, who completed a modern successful craft of this type; the Montgolfier brothers, who experimented with hot-air balloons; Lilienthal, who discovered that curved wing sections made a more successful glider; and J. A. C. Charles, who first used hydrogen balloons. This research gave an interesting historical overview of aviation progress. Science was introduced by experiments demonstrating the principles of hot air and hydrogen balloons.

Historic flights were considered—those

made by the Wright Brothers, Byrd's Antarctic Expeditions, Amelia Earhart, Amy Mollison, and that made by the Russian flyers from Russia to California over the North Pole. These presented a variety of geographical areas for study. We obtained a set of new air-age maps and on them traced the routes indicated in the above-mentioned flights.

Some class members made diagrams of early aircraft, and others constructed pine models of many of the earlier planes. One built by the Wright Brothers showed many contrasts to planes of modern times. A large model of Sikorsky's helicopter was built. Men famous for their contributions to aviation were placed in our albums.

This topic, "Historic Flight", required a great deal of research. Our librarian was very helpful and cooperative, being interested in the pre-flight class. We discovered that there were many contributions necessary to bring us the modern airplane.

An interest in the manufacture of aircraft was created, and we instructed our secretary to write various companies for literature, pictures of planes, specifications and other data. This material was a nucleus for our class-room library, and aided us in future studies. An illustrated Aviation Dictionary was suggested. This project would give our class artists an opportunity to develop their talents, and all would benefit in dictionary study and spelling. (Signed) J.R.

The second problem considered was, "*What Are the Different Types of Airplanes?*" The objective was to learn how different airplanes were adapted to their special work by various types of construction. Planes with different wing-locations were observed and various types of seaplanes. These observations brought under consideration many varieties of military planes: bombers, fighters, interceptors, pursuit and liaison planes used in messenger service; each one of the many types designed

to accomplish a certain kind of work.

Visual aids helped the lesson instruction. Students brought in pictures of many types, and films showing different kinds in action were employed.

Solid models were studied and some of the boys in Industrial Art courses made a projector and displayed a number of home-made slides.

Military planes were arranged in the albums according to functions.

Aerial photography was suggested by a magnificent calendar sent by the TWA Lines, representing scenes in "America, the Beautiful." All these pictures were taken from the air by TWA photographers. This company also sent us large photographs of their planes. These pictures originated a study of the Ferry Command and Troop Transport, Hospital Planes, W.A.F.S. and Camouflage. The health requirements of the pilot inspired interest in biology.

This committee is certainly going places, not using old geographies but learning world areas by vivid experiences since old books are out of date. The air age presents many new problems with different maps and geographical concepts. The picture dictionary is growing, and our reports have added a bulk of general information and numerous skills.

Our librarian taught us short cuts in reference work, and assisted in research. Biology, industrial arts and photography, entered the picture, creating new experiences and activities. Problems regarding expenses, and graphs illustrating increases of cargo, pilots, passengers and airline expansion were made by pupils who have a yen for mathematics. Themes for reports were found in the following topics: Transportation, Growth of Airlines, Duties of Hostesses, Safety of Travel, Airline Personnel, Airports and Maintenance and Repair of Aircraft. As we gained insight into many occupations, the problems took on a vocational aspect. We liked this guidance phase of our study. (Signed) W.M.

"How Can We Recognize Friendly and Enemy Aircraft?" proved a useful and practical theme. One of the boys constructed a huge model plane, and from it we became familiar with airplane nomenclature. Our secretary obtained a chart showing an airplane with parts numbered. Some pupils interested in physics arranged an electrical device which flashed a green light when the "right answer" was given by touching the part of the plane designated in the question. In this way scientific principles were converted into actual practice. Films and slides of friendly and enemy military aircraft were shown.

We have gone far in our construction of solid models for the Army and Navy, and several models were completed as a class exhibit for practice in recognition. Silhouettes in the *Spotter's Guide* were used also for this purpose.

The members of this committee are interested in the local observation posts which are manned by citizens serving for two-hour shifts. A spotter does not leave the post until relieved by an incoming observer. Many of the high school boys and girls have rendered a valuable service as substitutes, and thus served in active duty on the home front for Uncle Sam. One of the Chief Observers visited our class and instructed us on the duties of the Aircraft Warning Service.

A most interesting and instructive game called "Spot-a-Plane" and also a card game of Aircraft Identification were not only fun to play but also contributed to efficiency in the spotting game. (Signed) C.G.

The next series of lessons extended over a period of four weeks. The committee consisted of boys who were planning to enter college, and were interested in engineering problems. Four major topics were considered under Principles of Aircraft Engines. The first problem was "What Is an Internal Combustion Engine? What Is Its Source of Energy?" One of our scholarship pupils had

previously built a miniature steam engine which was on display in the physics laboratory. This engine is a perfect example of external combustion, and since the engine of the airplane is of an internal combustion type, John's model helped us by comparison.

Demonstrations of explosion of air and gas in a can explained how the chemical energy of gas is changed to heat energy and then to work energy. "How Is Explosive Energy Converted into Useful Work?" The principle of the four-stroke cycle was studied from films and charts. Bill brought to class his flying model equipped with a gasoline engine. We adjourned to the rear yard where engine performance, and HOW and WHY an airplane FLIES were demonstrated by actual model flying.

And just at this point we wish to put in a plea for more model construction. It is one of the easiest, happiest, and most effectual ways in which to learn all about principles of flight. Lift, drag, stability, high-lift devices, control operation, glide angles, forces acting on the wings, and in fact the entire theory of aerodynamics is tied up in the making and flying of models. Real objective experiences count more than hours of study—and look at the fun involved!

The problem of "How Is Reciprocating Motion Changed to Rotary?" was solved by showing the operation of a sewing machine, foot-pedals and grindstone. Members of the class were most cooperative in getting this material to the laboratory.

"What Are Some of the Characteristics that Affect the Satisfactory Performance of Engines?" Compression ratio, valve-overlap, piston displacement, and volumetric efficiency furnished the basis for many problems. These pupil teachers had prepared sheets containing sample problems illustrating each formula involved. They had drawn large diagrams to explain each type, and demonstrated to the class, with explanations, how to solve them. This simplified our future work and made it "just like eat-

ing candy." "How Is Engine Performance Measured?" Indicated horse power, brake horse power, and mechanical efficiency were demonstrated and taught in a manner similar to the preceding methods.

While the types of problems submitted by our committees may appear difficult, they were really quite simple to solve after the pupils' effective teaching and demonstration. (Signed) N.R.

Our mathematics teacher is very much intrigued with the interest shown by boys of the pre-flight class.

Our secretary wrote to manufacturers for literature on all makes of engines. We studied the specifications thereon and compiled more problems. (Signed) S.S.

A study of Communications was fascinating. We devoted one period weekly to Morse Code and Semaphore practice, thereby learning to send and receive messages. Some of the pupils who are neighbors built a code practice set and established communications between the homes. This is excellent experience in learning the code and our parents were intrigued with our Edison and Marconi tendencies. We suspect that our Dads meddled with the system in our absence.

Chief Pilot gave us the use of her "Marconi Victor Wireless Telegraph Records" for individual practice.

Semaphore signaling is great fun, and messages were sent back and forth from the house tops: this was sometimes especially convenient when we did not wish our family to be in on all our doings. (Signed) O.N.G.

Clouds offered a very beautiful diversion. Quite often on the warm spring days, we would suggest to our Chief that we go out and "watch the clouds sail by." She regrets that we do not hold night school for then we could study the stars. We started to build a sextant for "shooting the stars", but

the next class will have to complete it due to lack of time. Jane is quite a photographer, and so is Jack and they made some entrancing cloud films. They also made a film showing the boys with model planes. We are proud of the splendid results. Other phases of meteorology are connected directly with daily living and we applied many principles of physics. The main thing is to realize what each of these changes of weather means to the pilot. (Signed) L.W.

Navigation is one of the most alluring subjects in the aviation course. Actual experience in plotting and checking courses, finding compass errors, and solving problems of Dead Reckoning, Wind Triangles, Interception and Radius of Action gave us a clear idea of navigation. It is definitely

related to mathematics, and we often applied our Trig, much to the dismay of our instructor, who has carefully dittoed sheets of each type of problem, in an effort to teach us a more simplified way of solving them. (Signed) C.LeB.

Thus the pupils have told you our story in their own words—and now the instructor returns to sign off:

At our final meeting, one of the boys expressed the appreciation of the class for this course.

Although visibility was dim, I managed to convey my thanks to them for what they had taught me, and to say, "Now, let us allow *The Whaling City* to glide in for a landing. Each person please sign the log book as he checks out."



A One-Teacher High School (!)

We are all familiar with the one-teacher school, but that amoeba institution is in the elementary field. A one-teacher high school is not so familiar. . . . In fact, a one-teacher high school, with varied curricula and activities, seems next to the impossible and certainly in the class of the phenomenal, like the one-man band and the theatrical juggler.

But Washington, notwithstanding its great progress in district enlargement, does have a one-teacher high school.

In the twelve-grade Warden, Wash., school there are three teachers—one for the lower grades, one for the upper elementary grades, and the third the one-teacher "faculty" of the high school. In this school system Mrs. Jeannette Swain Evans is superintendent, high-school principal, and high-school teacher.

The student body consists of seventeen pupils—three freshmen, four sophomores, five juniors and five seniors. The high school is housed in five rooms.

The curricular program, set forth with philosophical elaboration in a syllabus prepared in a university course, is based on the "Seven Cardinal Principles". The curricular spread and the miracle of its accommodation to the teaching attention of one instructor are shown in the following daily program—all neatly covered in five six-hour days:

9:00-9:45 English III and paper—Business English
9:45-10:30 Biology 9 & 10 (General science next year)
10:30-11:15 Math 9 & 10 (Typing II)
11:15-12:00 Music—Band and Ensemble (voice) alternating

1:00-1:45 Bookkeeping (Typing I)
1:45-2:30 Grade School Music—Chorus and Band
2:30-3:15 History—Washington State and the World
3:15-4:00 Boys and Girls P. E.

The typing classes organize and supervise their own classes. One of the senior girls instructs the Typing I students.

"This last semester," Mrs. Evans mentions, "we added a class in elementary physics—four boys and I making a class of five. We have fun!"

For good measure Mrs. Evans teaches consumer education, is a guidance officer, supervises studyhall and lunchroom and in spare time supervises elementary instruction, directs janitor service and is executive of the school board. . . .

How does one person operate such a school, one wonders. By combining certain classes and making use of older-student help, of course. By doing several things at once, one imagines. And certainly by spending vastly more than thirty hours a week on her job.—A. L. M. in the *Washington Education Journal*.

GUIDANCE FOR WAR:

South Side High School faces the problem of helping boys approaching service age

By CHARLES I. GLICKSBERG

THE FACT THAT the young will be inducted into the armed forces as soon as they reach the age of eighteen has not curtailed the program of educational guidance at South Side High School, Newark, N.J. On the contrary it has made the need more evident and more urgent.

During the wartime emergency, our problem of guidance has divided itself into two parts: preparing the boys for service in the armed forces and second, training the girls for essential work in the community. Both are equally important and call for thorough knowledge on the part of the guidance counselor. But this article, dealing with methods found effective at South Side High School, is concerned with the guidance program for high-school boys.

Though the old aims and methods of guidance are still valid, they now function within a radically different context. While the nation is at war, there is no time for the relatively slow process of maturation to complete itself; the question of going to

college presents a difficult problem indeed. The work of guidance is thus rendered formidably complex; the rules which the guidance counselor formerly followed are subject to sudden change, depending on the decisions reached by the War Manpower Commission and the Army and Navy authorities.

But precisely because the emergency presents a challenge to guidance, precisely because the young men must go off to war and the girls take their place in business and industry, the work of the guidance counselor is of paramount importance. The war, far from putting an end to his ministrations, makes them more necessary than ever before.

Guidance for war must be realistic in attitude. The truth must be faced frankly. Since nearly all the seniors will be drafted soon after they reach the age of eighteen, it is necessary that they should adjust themselves to that eventuality as soon as possible. Even with the best intention in the world, the guidance counselor cannot hope to save them from that ordeal. We are in the war, and we are in it all the way, to the bitter end. Only a small portion of these young men will be selected as fit officer material to serve in the Army or Naval Reserve. The others will be promptly inducted. Time is running out. The time is short in which the guidance counselor can prepare these boys for the decisive part they will have to play in the war.

For detailed knowledge regarding the future educational opportunities of high-school graduates, the counselor is necessarily

EDITOR'S NOTE: High-school boys old enough to be inducted into the services shortly have many perplexing problems—and the counselor sometimes does not find it easy or possible to offer definite solutions. But there never has been a time when his help was needed more. Here the author discusses this situation, and offers suggestions based upon current practices at South Side High School, Newark, N.J., where he was a counselor.

dependent upon the directives emanating from the War Manpower Commission.

For example, the Army is interested in securing for the Army Specialized Training Program candidates who will qualify for advanced courses in electrical, civil, chemical, and mechanical engineering. Other boys will be permitted to enter upon advanced programs in medicine, dentistry, and veterinary medicine.

The Navy, on the other hand, plans to provide a broader academic foundation, affording a more extensive period of training to prospective doctors, dentists, and engineers. In the Navy program, too, the successful candidates, though subject to military discipline, will not be given their basic training until they have completed their college courses. Now which program, the Army or the Navy, should the guidance counselor advise the young to apply for?

First of all, the counselor must not let them entertain unduly optimistic hopes. Of the 600,000 pupils who will graduate from high school this year, it is estimated that the Navy will select 40,000 and the Army 90,000 for college training. Second, it is his duty to make available for study all information relating to the requirements, physical and mental, of each program.

The counselor will give advice when it is called for; he will encourage boys to discuss this problem with their parents and friends. He will hold meetings of the class as a whole, to which he will invite Army and Navy officers to give talks and answer questions. He will set aside in the school library timely literature dealing with the subject; whenever new information is received of concern to the pupils he will see to it that they are kept informed. Beyond that he cannot very well go. In the last analysis, the final decision must in each case be made by the pupils themselves.

It is not easy to solve the many serious problems confronting the young who expect to graduate from high school in the near future. In the past, they could turn to

their parents or their school advisers for help—or else, with the high confidence and irrepressible idealism of youth, they could set forth on their journey alone, full of faith in their lucky star. All that has been changed. The war is with us. There is no future but that of winning the war, nothing to depend upon except the necessity of administering a cruel and crushing defeat to the enemy.

Still adhering to their conception of a future that can be rationally planned, the young come to their counselor for help. What shall they do? Shall they register for college? Will the Army or Navy permit them to continue their professional training? How long will the war probably last? Is it wise to invest time and money when there is no assurance that they will have the opportunity to continue with their education?

What makes the task of advising these young men difficult is that it is not possible, under present conditions, to give a definite, forthright answer to their troubled questions. They are uneasy, uncertain of what lies ahead, and when they come to the only one who in their estimation can guide them aright, he has to send them away unsatisfied. There is no oracle to whom they can come for guidance, no blueprint they can follow.

Counselors, no matter how eagerly they may wish to help, should not venture to make up the minds of the boys. This is a decision so fraught with grave consequences for the future that the pupil, after consulting his parents, should act entirely on his own initiative and assume full responsibility for his decision.

Parents, too, resentful or worried as they may be, must awaken to the fact that this is war—that no iron-bound guarantee for the future can be given, that military plans are contingent upon a number of variable and unpredictable factors. The best the parents as well as their sons can do is to take all the relevant circumstances into account

and come to the best possible decision.

The authorities in charge of training men for the armed forces cannot make any binding promises. It is enough that the Federal Government has set up this training program. What other country is treating its youth with such exemplary fairness, such far-sighted generosity!

The United States Office of Education and the War Manpower Commission are aware of the disturbing questions that are troubling the young. As far as possible, the Government is sincerely desirous of keeping its finger on the pulse of public opinion, of establishing vital contact with the people, of remaining in intimate touch with the needs of the young.

A number of educational organizations have sent out requests to student governments throughout the country to forward questions which are of the greatest concern at present to the student bodies they represent. According to a circular published by the Office of War Information, nineteen questions crop up most frequently. These questions are given, together with the replies furnished by experts of the War Manpower Commission, the National Resources Planning Board, the Army Institute, and several professional educational organizations. Here is a wealth of presumably authoritative information which the conscientious guidance counselor should call to the attention of his pupils. Here, perhaps, are the answers to the questions they have been asking so insistently:

They will learn that after four months in the active service, any enlisted student can enrol with either the United States Armed Forces Institute or with any one of the seventy-six universities and colleges that offer correspondence courses in cooperation with the military services. It is desirable that the boys, prior to their induction, should become aware and prepare to take advantage of, the educational opportunities awaiting them. Moreover, those who wish to sign up for pre-medical train-

ing should know that, according to this report, enough pre-medical students will be permitted to continue their training to keep the medical schools of the country filled.

Then there is the crucial question: "To what extent can an 18- or 19-year-old plan his own future?" The answer is unequivocal and should be learned by heart by both pupils and their counselors. "Neither 18- nor 19-year-olds nor men of any other age can plan their futures now independent of the services required by the war."

This does not, however, mean that the young must abandon all hope for the future. On the contrary, it is merely a matter of emphasis. First the war must be won. That takes precedence over every other consideration. But within the framework of that necessary condition, it is the duty of the counselor to minister to the vocational needs of his pupils. They should be given a comprehensive picture of the various branches of the armed services, the type of training offered, and to what extent this training will be useful in the post-war world.

To offset the boys' pressing anxiety concerning post-war employment and post-war educational opportunities, they should know that full employment, the optimal utilization of our productive plant, is the explicit goal¹ of post-war planning. All things indicate that the young will, after the United Nations win this war, be helped in their efforts to establish themselves economically or to continue their rudely interrupted education.

Though the needs of the war machine come first, South Side High School is not shirking its responsibility for individual and group guidance. Our pupils, young as they are, will have to fight—and for their own sake and the sake of the future they must be prepared not only for military service but also for adult life in the post-war world. Never were high-school boys,

¹Note that the author calls a goal a goal, and not a certainty.—Ed.

especially those in the last year, more desperately in need of sympathetic and constructive guidance. Despite the grave handicap under which the counselor labors, there are many things he can do.

To begin with, not all male pupils are eligible to enter the Army or Naval Reserve. Many of those who are eligible will either fail the test or be rejected for other reasons. Most of the boys, in fact, will be conscripted. It is the duty of the counselor to instill confidence in the pupils who are about to be drafted—to fill them with faith in themselves now that they are about to face the major crisis of their lives. They should understand clearly the meaning and purpose of the war and the significance of the role they will have to play in it.

A new world, a new way of life, lies before them, and many of them, though eager to serve, are inwardly uncertain of themselves. The counselor is in a position to give each boy the affectionate personal interest and the professional advice and attention which he needs. In his writings, in casual chats, in private interviews, the pupil cannot help but reveal the strain under which he lives. Here in school he has found a place for himself, he has achieved a measure of success; he has made a number of fast friends. Here he *belongs*. The counselor should strive to strengthen this emotional attachment, to make each boy realize that this is part of the democratic heritage he is fighting to preserve.

All this cannot be done by means of lectures or sermons. It can only be felt and experienced as the fruit of intimate conversations and personal contacts. The counselor must be prepared to give generously of his time—more so than in the past when no such emergency existed. Somehow he must gain and hold the confidence of his boys.

Many of them, for various reasons, are not in the habit of coming to him with their personal problems. First of all, they do not wish to impose. And second, they seem to

feel that their private difficulties lie outside the scope of the counselor's work. Besides, some are shy and diffident. Hence on many occasions the counselor must himself take the initiative—but he must do so with consummate tact.

It is up to him to arrange interviews with pupils, but without making these appear in any way forbiddingly formal. The object is to open up the sluices, to encourage the young to unburden themselves, to reveal their secret worries and anxieties. They will do so most readily if they do not feel that they are being subjected to a third degree, if they genuinely believe that their confidences will be respected, if a sympathetic and friendly relationship is established. Once they are convinced that the counselor has their interest at heart, then the battle is won.

Interviewing is an art, not a science. It calls for tact, intuitive understanding, emotional insight into a situation, knowledge of when to speak and when to listen, when to ask leading questions and when to refrain, when to make strong recommendations and when to leave the task of making decisions to the pupil.

There are no set rules. The main thing is to get the young to feel at ease, to break down the barrier of age difference, not to pass judgment prematurely, not to condemn or even criticize, but at all times endeavor to understand.

Another important function of the counselor is to serve as a clearing house for information of a military and occupational nature. The boys should know what openings are available for them in view of the special interests and talents they display. It is not enough to post a bulletin or make an announcement in the mimeographed school newspaper.

In one senior class, the boys were called together for a special meeting, and the V-5 and V-12 programs were carefully explained to them. There were numerous questions on the part of the pupils—questions of the

most diversified sort. Later many boys made appointments in order to secure additional information. Whereas before the meeting there had been comparatively slight interest in the program, judging by the number that had actually taken the trouble to apply, after the meeting the number of applicants steadily mounted. The counselor had his hands full.

Schools in which group guidance is administratively put into effect might very well experiment with forums designed to combat intolerance and blind hatred of the enemy. It is a healthy and encouraging sign that in this war, unlike the last, neither the people nor their leaders have thus far lost their heads. The Educational Policies Commission, in its timely pamphlet, *What the Schools Should Teach in Wartime*, emphasizes the importance of character training. It is emphatic in its warning against the danger of cultivating such injurious sentiments as hate and revenge. Such sadistic sentiments will certainly not hasten the advent of victory.

Group guidance can also profitably concern itself with the future of democracy, with democracy as a vital, enduring, and evolving institutional concept. If we are to win the war, it must be made meaningful to the young who are going to fight in it. Their initiative, their loyalty and faith must be called forth so that they may real-

ize the value and make the most of their democratic heritage.

Finally, group guidance should take up the challenging and controversial problem of post-war reconstruction. The young men in high school are deeply interested in the kind of world that will emerge after the United Nations win the war.

Unlike some of their elders, they cannot resign themselves to the cynical belief which regards this as but another war in a long series of world wars to come. If they are to make sacrifices, if they are to face danger with fortitude and courage, then they must believe in their heart that this war is worth fighting to a victorious conclusion. They must feel that their efforts, their blood and toil and sweat, will help to bring a better world into being. Since these are the problems which trouble them profoundly, they should constitute an integral part of the program of guidance for war.

In the words of Vice-President Wallace: "If we in the United States face the facts, and then take whatever action those facts require, we shall have done our part in helping toward the restoration of human lives and human values for which millions have already paid the highest price which men can pay. Sharing vitally in this great task will be the high-school students of today, who are the leaders and the builders of tomorrow."



Strange Parallel

The math teacher
Sits up there
And watches us
Solving problems.
There is a smile on his lips—
He knows all the answers:
They are printed plainly in his book.
So he smiles . . .
We won't know—
Not yet . . .

God
Sits up there
And watches us
Solving problems.
There is a smile on His lips—
He knows all the answers—
Past, present, and future alike are clear
to Him.
So He smiles . . .
We won't know—
Not yet.

—CLARICE A. ANDREWS in *Minnesota Journal of Education*

9 Things Teachers Expect of THE PRINCIPAL

By
TRAVER C. SUTTON

INFORMAL MEETINGS are usually unique and stimulating. They are unique because the talk never goes beyond conversation—and stimulating because steam is let off without causing trouble.

I have been present at many such sessions of teachers—and it seems to me that the things said about how principals should treat teachers might interest teachers in general and principals in particular.

Summarizing the proceedings of these pleasant fault-finding conferences is no easy task. But the following are some of the main points discussed. No attempt has been made to place these statements in any logical order. Teachers who have gone over the material in this article think it is fine. Some good principals approve—and others think that I have accumulated a lot of bunk.

1. *Teachers do not like the ordinary teachers' meeting.* Suggestions are made that information obtained at teachers' meet-

ings might be disseminated more quickly, more accurately, and far more economically by having it typewritten, mimeographed, or, in the case of a larger system, issued in the form of a teachers' house organ. There were many remarks to the effect that the meetings are just a waste of time; that they give one a tired feeling. Here are two direct quotations on this subject taken at random:

"I get the opportunity to admire my principal's voice as he reads aloud to us the mimeographed notes which we hold in our hands. Sometimes I get nervous indigestion due to rage at being treated like a moron."

"I get a feeling of embarrassment for the intense egotism of the speaker; sometimes I get a chance to read; often I get a laugh, and occasionally something of interest."

It is evident that the polite silence maintained at most teachers' meetings is nothing more than a silence which hides boredom, resentment, and indignation.

2. *Every teacher desires to be noticed, to be important, to be considered as an individual.* This means that a principal should know the full name, should be familiar with the hobbies, and the personal interests, of each teacher.

In particular do they want their principal to know their educational background. If they have attended summer school, if they have written an article, etc., they want their superior to know about what has been done—and also they want their achievements discussed before the world. Teachers want to be appreciated. Principals should keep constantly in mind that teachers may become psychologically starved if not given a little personal attention.

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EDITOR'S NOTE: *These nine points on the conduct of a principal toward teachers were some of the main ideas developed by groups of teachers in informal conversations in which Mr. Sutton participated. In a letter accompanying the article the author ventured the belief that principals might well keep the points in mind if they wish to lead happy lives. If you are a happy, or nine-point principal, perhaps you would like to submit an article suggesting to Mr. Sutton and his friends nine or more points that teachers might bear in mind if they, too, wish to be happy. The author teaches science at Cass Technical High School, Detroit, Mich.*

A good principal finds out the personal ambitions and characteristics of his teachers. He makes it a point to know and to remember who recommended certain teachers. He establishes a basis for mutual interest.

3. *Teachers dislike the principal who attempts in public to correct or criticize them.* Such a principal has lost forever the confidence, cooperation, and respect of his teaching staff. Everyone at some time or another makes mistakes. When teachers have made mistakes they like to be treated like human beings. Teachers do have feelings.

A good principal can be pleasant even when a reprimand is needed. He can offer cheerful and constructive criticism—and this can be done in private and with a spirit of friendliness.

4. *Teachers like to be praised.* Teachers need praise. Praise for work well done often means more to an older teacher than a raise in pay. Of course they would like it better if they could receive the deserved praise and the raise in salary.

5. *Many principals are in constant danger of assuming that they are important* simply because they have been put in a supervisory position. Such principals like to impress their teachers with the importance of administrative work. They are often too satisfied with the importance of their success, and may be "riding for a fall." This attitude is very silly.

6. *Little things and little actions on the part of the principals* may cause a great deal of teacher-principal irritation. Teachers object to principals' entering classrooms and rearranging books on a table—and they are resentful when a principal attempts to ad-

just the window shades. A wise principal will leave the janitor's work to the janitor. Some principals find this a very difficult thing to do.

7. *Teachers want their principals to be completely honest.* A teacher has the right to gossip—but a principal is not so privileged. If a principal tells a half-truth, or repeats rumors, he has destroyed his school's morale—for the reputation of a school can quickly be destroyed through such tactics.

8. *Teachers would like to have their principals remember* that just because a person has been elected or appointed to an executive position, he has not through some miraculous action been endowed with all the knowledge in the universe regarding every subject taught in the schools. Teachers are obstinate regarding this matter. They feel that they are the experts so far as subject matter is concerned.

9. *In conclusion, we may say that teachers do not want their principals wasting too much time trying to figure out good alibis for the administrative errors they have made.* Teachers will be loyal to the principal who is willing to realize that there is a lesson to be learned in every mistake.

Teachers like a principal who, having made a mistake, is ready to admit it. But they do not want the same mistake made too many times.

All teachers consider the 9th point important. Teachers distrust the supervisor or the principal who feels that it is necessary for him to make it appear that he is never in error. Such an administrator is blinding himself to thousands of opportunities to learn important things that might make him a better principal.



No Time for Dignity

Teachers in every section are working side by side with the parents and neighbors of their districts. Are they showing that their years of training and added years of teaching have given them a better understanding of human needs and a keener insight into social problems? Does the community

turn naturally to its school today as the urgency of daily living threatens to engulf them? Are the teachers showing themselves willing to meet the needs on an everyday give-and-take basis and forget the dignity due the profession?—BINNA MASON in *Washington Education Journal*.

THE TROUBLE *with* WAR PLANTS

*A principal reports
on his summer's job*

By FRANK S. GAMES

WHEN THE SUMMER of 1943 rolled around, I decided to try to do two things at the same time—go to school and work in a ship yard.

I had read about many war-plant jobs and the lure they were supposed to have for members of the teaching profession. I wanted to be open minded and see just what factors would come into focus if I had a chance really to work in a war industry.

What is said in this article is not written with the idea of dulling the morale of the ship workers, for they will not be reading this school magazine. But it may serve as a lift to the teacher who is left gasping after reading an account of what wages are paid to ship builders.

It required about two hours to get registered for my summer-school courses in our oldest university. It took me two days to get into the ship yard, and I was cutting all the red tape I could. This was the first shock to me—for spending two days in fill-

ing out forms which were apparently buried in some file seemed a real loss of time. If each man lost two days, it would imply a terrible loss to production in general.

Some forms were made out three times. And instead of making them all out at once, different girls asked the same questions and had to fill out a form which sought the same background information.

Signs were not in evidence in the employment office, and some would-be workers waited for hours only to find they were in the wrong line. This was my first experience with employment in war. I could not help but think of what our pupils would do if they were left to shift for themselves for the first two days of school. It seemed to me it was a sort of endurance contest to see who would survive.

Finally I emerged with a button, doing a type of work that had no relation to my background which had been so carefully inspected. I was to work on the swing shift from 3:30 p.m. to 12:10 a.m. as an electrician's helper. The tremendous turnover in war industries may be due in no small degree to the haphazard way in which workers are placed in positions.

Many are the paradoxical conditions that exist within the industry. Secretary of the Navy Frank Knox reveals that the United States will launch as many warships in 1943 as the entire Navy owned at the end of 1942. This indicates the results of concentrated effort on the building of ships. It does not mean that efficiency within the organization of the rank and file of the ship building workers has been developed.

Many times when we were boarding a

EDITOR'S NOTE: *The author is principal of Marblehead, Mass., Junior High School. He writes that during various summers for a long time he has worked "in most of the heavy industries". The past summer, while working on his doctor's degree at an eastern university, he also worked on the swing shift of a ship yard as an electrician's helper. His criticisms of what went on in the yard may be news to some readers. But his main point is that you will be making an awful mistake if you desert teaching for the temporary easy money you can get in a war plant.*

destroyer to work, so many men were in a small room that less than half of them could possibly work. Yet in the papers the ads were calling for men to go down to the sea and build ships. A manpower shortage—and yet men unable to work because others were in the way.

The ship yard wanted to find someone to announce for a public-relations program during the lunch hour. After many men had refused the job, I was drafted largely because I worked with the radio gang. The biting words I had to pass over the public-address system made the average man more discontented with his work and life in general. The driving negative character of the remarks was just the wrong approach to build up morale, or else all the psychologists I had studied with were faulty in their conclusions.

The effect of statements such as "if you are not working within the next five minutes, you are not being fair to your company or the boys in the army. Some of you are hiding behind the guns on the destroyers when you should be on the job," was twofold. The fellow who was sincere was placed in the same class as the loafer. The worker who did not care told the man who was conscientious that he was a sucker. Anybody can see what effect this would have on the general morale.

Gradually they gave me more freedom of action and I changed the tone of the broadcast. Facts were picked out and stressed that gave the Yard a good reputation. Men were challenged to try to beat the record of some neighboring ship yard. Transcriptions were made of the launching of boats and the men had an opportunity to hear the notables who attended these functions. Whenever awards were made for attendance or beneficial suggestions, a transcription was broadcast to the men in the yard.

The reactions of the workers were no longer unfavorable and the spirit of the men seemed better.

Another addition to this program was

arranged through a radio station that agreed to telephone us a special news summary which was rebroadcast during the lunch hour. The final feature which was added to the program was an assorted group of classical and popular recordings.

The Yard was plastered with posters and slogans such as "Today's Ships Win Tomorrow's Battles". What does the man in overalls think of patriotic propaganda? To the extent that it is sincere and reasonable he accepts it. But to the extent that it is a sham and casts aspersions he resents it. Most of the men are working to get the war over, and they want to return to normal living and prices. Money has not made them happy—nor has it given them a feeling of importance. They know the wages of today will be a memory of tomorrow.

It has been said time and again that "Those who can, do; those who can't, teach." Never have I seen such a poor program of instruction as I saw this summer in a ship yard. Many men didn't work because they didn't know what to do. Nobody cared to help trainees to learn, and promotions were made largely on the basis of the length of time the man had been working in the yard.

A man who had been on the payroll for four years was considered an old timer. Most of them were paid between \$60 and \$100 a week. Few had any skill in handling men—and others lacked ability to use material intelligently. Women were started at 48 cents an hour and promoted every few months. Some in the machine shop received the same pay as the men, but in general their wages were lower. Many men resented their presence in the yard.

After having this opportunity to reach a pay level above that of the teacher, I return to my chosen work with the conviction that money is only one of the compensations that life has to offer.

What do we as teachers want of life? The answer to this question should determine whether a man or a woman should get out

of teaching during this present boom. The only way to have a real profession of educators is to have it made up of men and women who are more interested in pupils than production. It may be true that at some appointed day we cannot launch a ship while the band plays and the colors fly; however, we can feel the pride of seeing pupils reach some planned objective through our guiding efforts.

Teachers have a sense of values, and after reading over the following reasons why I would rather build character than ships I believe the real teacher will have no doubt of the choice he would make if he were given the opportunity:

1. The uncertain tenure of a position in war industries. Most of the workers expect to be dropped when the war is over.

2. The failure of the company to adjust the individual to the job. Many people are doing work that makes them unhappy and disagreeable.

3. The conditions under which one works are difficult at best. The noise of a riveter, a welder, and a chipper on new construction is unbearable at times. The heat of the decks in summer causes your feet to blister. The old clothes you wear get

dirty and smell, but still you know you can't change your clothes every day during the whole summer.

4. The lack of enthusiasm among the workers. The greatest periods of activity are the minutes around the time of the lunch period and the quitting whistle.

5. The lack of an opportunity to show initiative, adaptability, and general resourcefulness. In theory they are seeking suggestions, but they do not want any dealing with planning or organization. It is only recently that the Kaiser methods have been put into use along the east coast. In practice, the worker is not considered a partner in the ship yard.

6. Your personality and its influence on others is dwarfed in the lock step of the modern production machine.

7. The loss of time of whole crews in waiting for materials or other specialized workmen. Such inefficiency during our critical emergency leaves one sick at heart.

8. The failure of the company to set up any standards for advancement and promotion. Men and women are moved up when they keep fussing because of their present conditions or when they have become old in service.



All About Time—Including 24-Hour Global Time

Solar time means "time by the sun".

Sidereal time is "time by the stars".

Standard time is a modification of solar time and is simply a matter of interstate, or international agreement.

Daylight saving time and war time are modifications of standard time and might well be called "supplementary agreements".

Railroad time was a type of standard time determined upon by railroad systems before the expression came into general use.

Universal time is the newest concept in our list. Universal time is recorded by a twenty-four (rather than twelve) hour time piece ("chronometer") and a given hour is the same throughout the world. It is thoroughly scientific, practical and commonsense.

It is rapidly coming into general use to meet the demands of the new age of air travel and electric communication. It promises to displace the older, cruder methods of recording and expressing time.

Adolescents are restless for new things and new ideas. They desire to have their abilities recognized and challenged. They are eager to be ready when the prophesied changes shall be realities. Long-used concepts of time are being replaced before their very eyes by a newer, more scientific, more practical system. Like older systems, it has been born to meet the demands of a rapidly changing, mechanical world. Its parents are the airplane and the radio. Is not the present the ideal time for familiarizing our young people with the whole field of time ideas?—FRED McCARREL in *Oklahoma Teacher*.

Dramatics, Radio and Public Speaking

By HERMAN L. SHIBLER

IN HIGHLAND PARK we believe that the so-called academic subjects, such as English, history, economics, science, and the like, which have in the past been limited to the traditional four walls of the classroom, should have channels or means of becoming a functional part of the pupils' everyday living. The radio, dramatics, and public-speaking classes offer such channels. These classes are in the English department of the high school but they are used by the social-science, science, and vocational departments as well.

Each teacher in high school has the opportunity to have her class participate in our weekly broadcasts over one of the radio stations. If a science class has carried on a particularly interesting piece of work, the pupils in this class know that they will have the opportunity of discussing their work over the radio.

We have found this plan most stimulating to classroom work. Not only will the pupils have accomplished something worthwhile in the science laboratory, but those who are selected to do the broadcasting—

who may or may not be in speech classes—will have intensive training in speaking given to them by the speech teacher before they go on the air. And, I do not need to say that there is a tremendous amount of motivation in this teaching situation. The purpose for learning is vividly before the pupils.

Some time ago a radio station asked for pupils to participate in a discussion at the close of one of the programs of the "American School of the Air". This assignment was given to one of our economics classes because of the nature of the subject under discussion.

A great deal of research and study was given the topic, and a group of pupils was selected to carry on the discussion before the microphone. The speech teacher trained this selected group in articulate speech—the ability to express ideas in a concise form with interesting phraseology, and these pupils appeared before various groups to lead discussions and answer questions in preparation for the broadcast.

Discussion in a social-science class on the rise in juvenile delinquency resulted in a dramatic skit, written by members of the class and entitled "The Adolescent Looks at Life". A cast was selected from the class; they were trained by the dramatics teacher; and the play was used as one of the weekly broadcasts.

It is customary for our pupils to assume that if an interesting piece of creative work is done, that work will somehow function within the school system and community and be shared by all.

Creative music finds its place in a musical or dramatic program. For example, in a

EDITOR'S NOTE: *The radio, dramatics, and public-speaking classes of this school offer channels through which the work of any class of the school can be projected in functional English projects. Wherever good work is done—anything from a poem created in English class or an interesting project in science class—it often can be put on the air, explained in a talk, or dramatized. Mr. Shibler, who tells the whole story here, is superintendent of schools of Highland Park, Mich.*

concert given by the vocal music department of the high school, an original composition written by one of the boys in the high school choir was on the program and featured by a two-hundred-voice chorus.

Creative art is integrated with dramatics, music, and other areas where it may be used effectively. Original poems and stories are published in our papers, bound in permanent volumes, or read over the air. Each semester one broadcast is given over to original poetry, with musical backgrounds furnished by the music department. In this particular project the English, dramatics, speech, and music teachers work together for one common purpose.

An opportunity for expression—and a public to listen—stimulates creative work from pupils in many and varied fashions. A story was related to me recently by one of our English teachers, and I shall quote it just as it was given to me.

"I recall the perplexity of a boy far more interested in music than in literature. We had completed a unit in the study of lyric poetry and each member of the class was asked to produce an original paper based upon his appreciation of the work recently completed. The boy in question was about to give up in despair. He happened to be idly thumbing my copy of the works of Shakespeare, all the while declaring the task assigned was impossible. Suddenly, his eye fell upon a page of drama with a lyric inset.

"'Ah,' he said, 'Did Shakespeare write songs?'

"'Oh, yes,' I replied.

"'Many?' he continued.

"'Turn the pages,' I advised, 'The lyrics are all in italics. See how they stand out?'

"'Did Shakespeare write all these songs?' he continued with great interest.

"'No, some of them were popular songs of the day.'

"'Why, Miss Hunt,' he exclaimed eagerly, 'There is my paper. I can find the music of the popular songs of the day and get the

music of Shakespeare's songs—can't I? And if I play them on my violin, maybe Bill will sing them.'

"Well," Miss Hunt continues, "that is what did happen. We were told about Queen Elizabeth's orchestra, her music master, her favorite musical instrument, and the instruments used in the sixteenth century. Because he could find only the melody of some of the lyrics, the boys wrote the harmony, and to the delight of the class, Bill sang them with violin accompaniment. The program was later given before several community groups."

Surely English was functioning broadly and deeply in the experience of that boy!

Pupils in journalism classes have an opportunity for oral expression. Periodically these classes sponsor and develop a radio program somewhat after the nature of the "March of Time" broadcast, except, of course, that the news items reported or dramatized are happenings within the school. Here again the speech, dramatics, and music teachers work with the journalism teachers in preparing the program and the pupils for an acceptable presentation over the radio.

Highland Park High School is a cosmopolitan school with a number of different nationalities represented in its membership. These pupils are often speech problems in that they may have decided accents and many times are reluctant to express themselves before a group because of their feeling of language inadequacy. These pupils are guided into a remedial speech class, where programs that will portray something of their national backgrounds are encouraged. This heightens the morale of these pupils because it recognizes that they do have a social heritage that is interesting and worthwhile. It makes them feel they have something to offer.

Incidentally, it is an excellent device for teaching native American pupils an appreciation of the American way of life, because the stories these foreign-born pupils

tell of life in Europe and why they came to America makes a deep impression upon anyone who hears them.

We do not have an interscholastic debate program. However, we do have a Student Speakers' Bureau. All pupils in public speaking and dramatics classes automatically become members of the Bureau. Pupils not in these classes may become members if they desire. Our Bureau is affiliated with the State of Michigan Victory Speakers' Bureau and the Wayne County Speakers Bureau. Many calls come from these organizations for student speakers or dramatic skits for presentation before public groups in order to further the war program.

Our Student Speakers' Bureau is used extensively for various drives put on in the school—War Savings stamps and bond sales, salvage, conservation, war chest, Red Cross, etc. These pupil speakers are most effective in "putting over" school-sponsored programs where the community must be informed in order to secure the cooperation of parents and various organizations within the community.

For an example, we have developed in Highland Park a broad and comprehensive health and physical-fitness program which includes every boy and girl in the school system. One phase of this program is an intensive drive each month of the school year on some communicable disease. During the period when the drive was on against tuberculosis, the pupils in the speakers' bureau were used effectively for this project. Our ultimate objective was to have every child in the school system examined either by the school physician or the child's own personal physician.

The pupil speakers assimilated background material relative to the value of tuberculin testing. They scanned a large quantity of vivid, streamlined material to be used for instructional purposes in the classrooms of their fellows. They saw a series of motion pictures in sound concerning the prevention of tuberculosis.

They learned, step by step, the procedures used in the administration of the tuberculin testing program, such as notes to parents, physicians' reports, permissions for clinical testing at the school, follow-up by chest X-rays, etc. After grasping the basic structure of the community tuberculin testing program, the pupils prepared their talks.

They appeared before church groups, luncheon clubs, PTA groups, women's clubs, and student assemblies. They had short speeches to use as "plugs" for spots on programs where they were squeezed in; they prepared longer speeches where they *were* the program; they had pep talks, serious addresses, and even dramatic presentations of the inquiring-reporter and question-and-answer types; they adjusted their offering to suit their audience and program.

The members of this Speakers' Bureau made an intensive effort to influence the community to react favorably toward the tuberculin testing program. Their efforts were not measured by grades, nor were they subjected to a normal distribution curve. No, their achievement was measured and their success was in terms of the degree to which they secured the cooperation of 100% of their fellow-pupil-citizens. What they did was real and vital.

They were not conscious of being in a speech or English class as it is commonly defined, but functioned as responsible citizens of the community with a worthwhile objective to reach. This, in my opinion, is speech use: as a medium to a concrete goal. This is integration.

We have found no better method of making pupils conscious of language or speech defects than to make recordings of their voices. When a pupil can listen to himself speaking he may notice many defects at once, and if the teacher points out further corrections that should be made he becomes keenly aware of his speech faults and will work hard to overcome them. Pupils will

listen to their successive recordings over and over and will either be pleased with the progress they are making or go away with a determination to do "something about it".

A recording is made of each pupil who takes a speech course, while teachers in other courses are alert to speech defect cases and refer such pupils to the teachers of speech for recordings and treatment. Many a case of pupil maladjustment is corrected through some treatment of a simple speech defect. Complexes of various types are smoothed out and a new personality begins to emerge.

It is trite to say that one learns to speak and write the English language correctly,

pleasingly, and interestingly by speaking and writing. Yet, I have a suspicion that most of the English and speech taught in our public schools is imparted within the four walls of the classroom, from a text-book. In my opinion that is the reason there is so little carry-over in our English and speech teaching.

The health program in the schools becomes ineffectual unless you have educated the parents to its importance and secured their cooperation. The same may be said of English and speech. Of course, the ultimate objective should be that every teacher in the system be an English and speech teacher whenever and wherever the opportunity and need arises.



Recently They Said:

To Cheer or to Act

I am convinced that in three decades our country can quite conceivably be torn by civil war unless we stop merely cheering for democracy and instead begin acting like democrats, which is harder.—CLIFTON FADIMAN quoted in *American Unity*.

August 1914

Memory is a nagging thing. Memory recalls a day in early August twenty-nine years ago when a party of reasonably informed Americans were discussing some oversize headlines in the paper. The headlines told of European armies gathering and beginning to march. All but one of the group saw little meaning in the dispatches. What was a war in Europe to us? The one exception was a school teacher. Being a teacher of European history, she exaggerated the importance of the news, naturally. Or so the rest of us told her.—*New York Times*.

More Equality in Honors

Every week or so it is well to check over one's class lists to see how many boys and girls have had successful prominence of some sort—a chairmanship of a committee, a good part in a play, the authorship of a composition worth reading aloud, the responsibility of collecting money for an excursion.

It is important in one's planning, next, to see how soon it is possible to tap the potentialities of

those unchecked. The ideal, never quite attained, is to have every youngster happy and working because his contribution is valued by his teacher and his classmates, because his powers are being used somewhere near capacity.—IRVIN C. POLEY in *The English Journal*.

Home-Economics Sex Talks

The school doctor gave a series of talks on sex hygiene (to the writer's home-economics classes at Webster Groves, Mo., High School). This has now become a part of the program, and students not in home-economics classes often wish to attend during these discussions, while some of the mothers have asked that their daughters be excused from other classes in order to receive this instruction.—MARJORIE PRIEUR in *Educational Research Bulletin*.

Behind the Problem Child

The problem child lacks security. He often feels he is neither wanted nor liked. He seldom has any inner conviction of competence. He usually is frustrated. Life has been too much for him. His parents are often incompetent to deal with the situation. Either the school must salvage him or he is likely to become neurotic, insane, or a delinquent—a burden to himself and to society. . . . The school is often the only stabilizing element in the child's life.—VERONA F. ROTHENBUSH in *Ohio Schools*.

THE PLAY'S *the* THING:

Shakespeare was delightful with mother
but Miss Crowe could make you hate him

By EVELYN F. BAILEY

PERHAPS Mrs. Darrell was too intense in her bringing up of Barbara—but it was excusable.

Fred Darrell had died very suddenly of pneumonia when the baby was small. His wife, Claire, was rather gently bred by her own parents. She was graduated from Bryn Mawr, and had had a year in Paris. And now that she had gradually drifted into somewhat straitened circumstances, and her parents and husband had died, she lived for Barbara.

Mrs. Darrell was a private secretary, whose knowledge of Spanish and French, combined with her good manners, ensured her a fairly well paid position. The business concern was huge, impersonal—just a way to earn a living.

But after office hours, she really lived. The young colored girl who came daily from high school for part-time work was always in the apartment when Barbara came home from school. And promptly at 5:35, home came Mrs. Darrell. Life began at 5:40.

EDITOR'S NOTE: *There is only one phrase that adequately describes Miss Crowe's peculiar genius, and it is very lowbrow. Miss Crowe could "louse up" even the Midsummer Night's Dream. Miss Crowe probably doesn't approve such language—but a vulgar man like Will Shakespeare would have loved it—especially as applied to Miss Crowe. Mrs. Bailey teaches Latin and French in Elizabeth, N.J., Junior High School.*

Barbara was alert, a slim, dark-eyed girl of fourteen, in junior high school, very silent and observant.

One evening Barbara heard the elevator gate clash, and ran to open the door to her mother, who was struggling with a wet raincoat and galoshes, and a dripping umbrella, in the forbidding tiled fireproof corridor of the apartment house. Barbara was seldom ecstatic, but tonight she could hardly wait.

"Mother! We've got Shakespeare!"

"Oh, Babs! Wonderful, dear. Which one of the plays?"

"*Midsummer Night's Dream*. And I've got an assignment to read for tomorrow."

"Oh, then we'll read it together after dinner. Hello there, Isabel! Something smells good! I'm simply soaked. I'll put these wet things right in the bathroom. Just a minute, Babs dear, till I slip into something warm and dry."

Barbara laid out her mother's maroon flannel housecoat and pretty mules. She lingered in her mother's room. She wanted to talk about the Shakespeare play. It marked an important advance to her, to be promoted to something she knew her mother valued, had often talked about.

"We're going to have a test right away on what we read tonight, mother. It seems sort of hard. I looked in the book this afternoon after I got home. The words are queer." She sounded a little anxious.

"Oh no, it's just that Elizabethan English is different. The language has changed a little. You see, Elizabeth was queen then, and that's long ago. But you'll love it. Come on, kitten, I'm starved. Let's tune in some

music while we eat, and then we'll have fun with *Midsummer Night's Dream* afterwards."

At dinner she told Barbara, "My class at college gave this play. I was in the glee club, and we sang the Mendelssohn music for this. I remember it perfectly. Mrs. Tuttle—you know, my friend in Scarsdale, the one who gave you 'The Wind in the Willows'? Well, she and I were classmates. We were sopranos, and sat together. There's the prettiest fairy music; the fairies sing as they circle round Titania, the fairy queen, who's falling asleep. Mendelssohn was only nineteen when he wrote the music."

"Well, first I'll do my algebra, mother; it'll take me about half an hour. You read, or something. And afterwards maybe you can play me some of the music."

"Heavens! If I remember how the bass goes! I have no music for it. Ours was vocal, you know, but—yes, I guess I can make up a bass. All right, get the algebra out of the way first."

Silence ensued. Mrs. Darrell took the little school edition of the play, and began to read it to herself. The spell of its charm fell upon her, and once again she saw the college pageant field, that long ago day in May, and remembered classmates speaking the lines. In a little while, as the rain slashed at the windows, and Isabel finished the dishes and departed, they opened the magic door to that world she so longed to have her child enter and know and love.

The language did not prove a barrier after a few rough places were smoothed away. The plot of the lovers thrilled Barbara, and the comedy of the artisans producing *Pyramus and Thisbe* sent her rolling off the davenport onto the floor. The mother sat happily at the piano and taught her the tune of "You spotted snakes with double tongue."

They rollicked together, Mrs. Darrell improvising an alto part, and singing with Barbara, "Come not near our fairy queen."

They finished about half of the entire

play, so great was the girl's interest, and then saw that it was past her bedtime. They had had a glorious Shakespeare evening, and Barbara was full of the new enjoyment that had opened up to her.

The next morning, though it rained steadily on, Barbara was cheery and eager. As they dressed hurriedly—for the morning hour was a scramble for both to get out on time, and was never very pleasant—she was all eagerness to know more about the play. She kept asking, "What happened to Hermia, mother? Did Lysander get her, or did the duke make her marry the other one?" Finally her mother laughingly thrust her out the door, and told her they would read more of it when evening came.

Miss Crowe, the new teacher of English, was a severe elderly lady who demanded stony immobility, while she impressively gave instructions as if reading a death sentence. The ninth graders listened in awe.

"I want a margin of exactly one and one-half inches, no more, no less," she pronounced, in clipped, clear, accusing tones.

Barbara was almost smiling, in her nervous eagerness to get at the test, for she was so full of the play, the music, the plot, all the humor and beauty of it, that she wanted to show Miss Crowe what she could do. Her mind raced through the opening scenes, and pictures rose before her inner eye, of Grecian costumes, and marble columns, and the haunting words, "Athens, and a wood near it."

Having distributed papers, and enjoined another moment of tense silence, Miss Crowe turned, and dramatically rolled up, with a loud snap, a large map that she had pulled down to cover her blackboard full of questions, previously written. Every eye was fixed anxiously on these. Here was Fate.

1. How many days was it until the wedding? (Barbara had a sinking feeling. "Goodness," she thought silently, "did it say how many? I don't remember!" Cold fright assailed her, as she read the second question.)

2. How many leagues from Athens was the wood? (Panic seized the child. She didn't know that one either.)

3. How many tradesmen were there in the play that the artisans gave?

Barbara tried to say them over to herself, but she was near to tears, and she bent down in confusion to hide her flushed, dismayed face. "Let's see: the dog, the wall, the moon, the lion, Pyramus, and Thisbe—were there any more? Was the lantern one? Oh, dear!" She felt completely confused. A nervous, imaginative, and even gifted child, she was nevertheless easily abashed and disconcerted. She could not collect her thoughts, could not write. She put "6," then erased it, and wrote "Six." She erased this, in her uncertainty, and left a smudged blank.

She knew nothing about "objective tests" and "subjective tests". She only knew she had been "joyful as a strong man to run a race," eager to write and express something about a beautiful and fascinating play. There was nothing for her to write; she was thwarted, not allowed to tell anything she so desired to say. This was a nightmare, not a *Midsummer Night's Dream*.

The other questions were equally brief, mathematical, and taken from tricky and unimportant little items, obscure "booby traps" hidden in the text.

"And now"—the voice sounded like that of a radio announcer who has just said his commercial, "And now—pencils down. Pass the papers."

A forlorn Barbara that evening presented her mother with a paper bearing a vicious "10" at the top, in blue pencil. Ten per cent! The very poor papers had to be signed at home, to make sure the transgressor's way was made hard, and to have parental cor-

rection stop the infamy from happening again.

"She said I was careless to disobey and put only a one-inch margin. Mother, does that half-inch matter so much? And so that took off ten per cent, right away. And it isn't a bit like literature, it's just like arithmetic, the answers are all just numbers! The only thing I got right was the Duke's name. Oh, mother, I almost hate this play now, after this horrible test!"

Ruefully Mrs. Darrell scrutinized the test paper. She dimly recalled that years ago she had heard some of her classmates speak of a "key" to mark "objective tests". She presumed—a mere guess, but it chanced to be right—that in marking papers Miss Crowe laid a strip of paper, with the answers, down the margin so rigidly required to measure one and one-half inches, and rapidly read the answers where the pupil had written "4," "1," "6," or whatever he thought was correct. No "remarks" from pupils, no time-consuming sentences to read; either it was, or it wasn't, four days to the wedding! And how much easier for the teacher! It didn't prove anything about whether the pupil appreciated the play.

With restraint—for, after all, Barbara would have to endure a year of Miss Crowe, and getting along with people is a part of education—Mrs. Darrell said, lightly, "Oh, well, better luck next time! Don't let it get you down. I don't know the numbers, either. I'd have got ten per cent on it myself. And my M.A. thesis was *The Clowns of Shakespeare!* Maybe Miss Crowe had such a lot of papers to mark she wants only short answers. Come on, let's get on with the play. Let's find out whether Lysander got Hermia!"



SCHOOLS for VICTORY

Department of ideas, plans and news
on the high schools' part in the war

War Chest Quiz Program

A quiz program for the San Diego, Cal., War Chest was presented by 8 junior and senior high school boys and girls recently over the local radio station. Teams competed with one another in answering questions concerning the War Chest campaign. Principal E. C. Taylor acted as master of ceremonies.

Battin "Victory Units" Study Current Events

The past school year, Battin High School, Elizabeth, N. J., set out to create a program that would "give us a student body better informed on current affairs than such questions as 'Who is Winston Churchill?' would indicate", states Letha M. Westfall in *Social Education*.

The result was the "Battin Victory Units", 45 specially organized groups of about 20 pupils each. The units were assembled from basic homeroom groups, and individual sponsorship of the various units called "practically every member of the faculty" into service. Purpose of the re-grouping was to give new opportunities for leadership to pupils, to provide the stimulation of new contacts and new points of view, and to enlarge the circle of acquaintances of each girl.

The units meet once a week for 30 minutes, at the same time. Each is an independent unit, making its own program and conducting its own meeting. But a faculty-pupil committee prepares plans and suggestions which are followed by most of the units. Each week the committee prepares a half-page bulletin of discussion topics, based on the news of the week. And each unit has a subscription to a weekly news magazine.

The meetings have followed varied patterns. Among the most successful have been panel-forum discussions, quiz contests, lecture-type presentations by pupils or faculty members who have an unusual contribution to make.

The Victory Units do not replace classes in social studies. In fact, two activities of the social-studies classes have aided the units in their work. One is a large cork current-events bulletin board, for which material is gathered and edited each morn-

ing by volunteer social-studies pupils. The other is a large map of the world, on which place-names in the week's news are indicated and kept up-to-date by a history group. The bulletin boards are side by side on a corridor wall.

Driver Education Urged for War and Peace

The pre-induction driver-education course recommended for high schools by the War Department requires only about 45 hours of class time, states *Education for Victory*.

Driver-education courses will help to meet present emergency military needs, for victory will depend in great measure on the speed with which vast armies can be transported and supplied. And driver education will help in civilian life, as the principles of "preventive maintenance" taught in the pre-induction course must be applied in civilian driving if tire and gasoline supplies are to last.

Because of present needs of the Army, and because of the definitely predictable saving in lives brought about by driver education, it is suggested that school authorities earnestly investigate the possibility of initiating, or expanding, driver-education courses.

Junior Citizens Service Corps Announced

The Junior Citizens Service Corps has been established by the Office of Civilian Defense as the junior branch of the U. S. Citizens Corps—the army of unpaid civilian workers, mobilized to do the many civilian war jobs that must be done to keep the home front strong.

Membership in the Junior Citizens Service Corps is open to high-school pupils who are under 16 years old. Its major emphasis is on extracurricular activities, whereas the principal concern of the High School Victory Corps is curricular. The three conditions of enrolment in the junior group are:

1. That the pupil is, within the limits of his own situation, performing the obligations of good citizenship. (That is, such personal responsibilities as attention to proper school work, home responsi-

bilities, and personal health, are not to be neglected for community services.)

2. That the pupil has been in training for a community service project, or has already participated in one or more such projects requiring at least 10 hours during the preceding year.

3. That the pupil agrees that continued Junior Service Corps recognition is dependent upon participation in community service projects at the rate of at least 1 hour per week.

A 20-page pamphlet, *Junior Citizens Service Corps* (OCD Publication 9623), published by the Office of Civilian Defense, explains the details of the program, and suggests numerous home-front service projects.

Assembly Victory Programs Have Films and Songs

A state plan of Assembly Victory Programs was followed in many Virginia high schools in 1942-43, and is being continued this school year, reports *Virginia Journal of Education*. Features of each Victory Assembly are a timely film and singing of patriotic songs.

Among the films on the list for this school year are "Wings Up", "Jap Zero", and "Report from Russia". More than a dozen new films on South America, in sound and in color, are included. Principals are urged to arrange for as many adults as possible to see the films, whether at the regular assemblies or at separate showings.

School Band Goes to Work in Shipyard

Here's how a high-school band and a shipyard combined business and pleasure in the summer of 1943, as reported in *Music Educators Journal* by Wallace Hannah, director of music in Vancouver, Wash., Schools:

"The band department of the big Kaiser shipyard here has charge of programs, special features such as launchings, bond rallies, etc., and has the responsibility of upholding the morale of workers. The department approached me toward the end of the school year with a proposition to take the whole high-school band into the shipyard for the summer months, as a morale builder.

"Arrangements were made, and the pupils worked an 8-hour shift, their first duty being to build ships, and in addition they played concerts each week during lunch hours. They also played for launchings, bond drives and other war-effort functions at the plant.

"We had 70 in the band, the shows were well liked—and boy, did we get 'em going! It was kind

of an awkward time for a community sing because the workers were all eating lunch, but we always closed with a song."

Two Loan Packets on Great Britain

Two new loan packets on Great Britain are available from the Information Exchange, U. S. Office of Education, Washington 25, D.C. They are Packet XXIV-G-1, "Social Services and Wartime Education in Great Britain," and Packet XXIV-G-2, "Government, War Effort, Peace Aims of Great Britain."

Either or both of these packets may be borrowed for 2 weeks, transportation free both ways. You can also ask for a catalog of 75 loan packets now available.

4 Shifts in Wartime Social Studies

What subject matter (in social studies) should and will receive new stress because of the war? Robert B. Holman discusses that question in *Social Education* as follows:

"Already there has been quite a movement to teach more about inter-American relations. As the basis for a new type of isolationism, on a bigger scale, that would prove detrimental. As the first step in building up a knowledge of the cultural and political history of the various peoples (of both hemispheres) in order to have the necessary background for empirical reasoning on contemporary problems, it would be a large step forward.

"One of these problems is, How can we most efficiently and beneficially use the world's resources? To answer this, we will need geography study designed to acquaint students with those economic resources. This will entail having a much larger per cent of high-school and college students study geography than now do. Economics and sociology are being directed to the readjustments of the post-war era in their respective fields.

"And, last, since one of the trends noticeable throughout modern history is the assumption of more functions by the government, political science is endeavoring to show—on the international scene as well as in the smallest local unit—not only the anatomy of government, but also how it functions. Only if citizens understand the latter can they exercise effective control of the government and make it truly representative. Only if they think critically can they develop real understanding of the newly emphasized areas of subject matter."

(Continued on page 222)

SCHOOLS FOR VICTORY (*Continued*)

War Savings Topics for English and Math

Teachers of various high-school subjects are including War Savings discussions, problems, and activities in their classwork—and to meet requests for additional suggestions the War Finance Division of the Treasury Department has published the following two bulletins, which are free upon request:

The Teacher of English and the War Savings Program contains units of study for junior and senior high school. It shows how the English class through its work in speech, drama, research, discussion, debate, and journalism may contribute to greater understanding of the reasons for War Savings investments. This bulletin was prepared by the National Council of Teachers of English.

The Teacher of Mathematics and the War Savings Program has suggested problems for grades 3 through 11 in mathematics and business arithmetic. Simple addition and subtraction, as well as fractions, percentage, and budgeting, are related to the purchase of stamps and bonds. This bulletin was prepared by W. W. Hart, Veryl Schult, and Violet Coldren, textbook authors.

6 English Skills for War Service

What phases of work in senior English classes should be emphasized to help pupils to meet the requirements of the armed services, the war industries, and the "home front"? After discussing this question with five sections of seniors in Pleasantville, N.Y., High School, Helen Heed prepared a list of suggestions as a guide for the school year. Included in the list she reports in *The English Journal* are the following:

1. Improvement in the speaking voice, enunciation, pronunciation (with some emphasis on proper names in the news), poise.
2. Practice in conversation; discussion of current events; reporting information obtained from men in the services; expressing opinions; impromptu speaking; answering questions quickly, concisely, and clearly; giving instructions.
3. Opportunity to write words for war songs.
4. Greater ability to read instructions intelligently, to grasp and retain details, to recognize propaganda, to be broadminded in reading, to judge and choose books.
5. Opportunity to read books on countries to which the armed forces may be sent, conquered countries, the war itself and its causes, former wars (especially World War I) post-war problems, different branches of the service, health, and on in-

formation that can help one to avoid shallow criticism of those directing our war effort.

6. Opportunity to invite men in service to talk to the class.

Girl Unit of School Band Plays in Camps

An all-girl orchestra from the band of Edison Senior High School, Miami, Fla., has appeared before some 90,000 service men in Southern Florida, says *Music Education Journal*. This unit of girls presents programs at training centers, hospitals, combat camps, etc. During the past school year it made 29 appearances.

The whole band of the school presented 5 full concerts at nearby Army, Navy, and Air Force camps, and has appeared in numerous recruiting programs and Victory parades.

A Few Random Thoughts on Liberating Pennies

The government is still irked at the way your pupils and their mothers continue to hoard copper pennies in little banks, glass jars, and bureau drawers. Copper is a critical war material, and the government would like those copper pennies to be in circulation, so that it could substitute the new silverish pennies for them.

The old pennies contain 95% copper. The new pennies look 95% like dimes. That will be a boon to the short-change artists. Why weren't the new pennies tinted blue or some other color? Our colorless coins are unesthetic objects at best. Banknotes are better—and in really large denominations, positively beautiful.

But don't suppose you'll get us off the subject—hoarded pennies. You might stir the student council or some pupil group to think up a project for freeing the pennies.

Teacher Discussion Groups and American Policy

In every school, teachers should form themselves into study and discussion groups with the purpose of becoming better acquainted with some of the great reconstruction problems of our time, states Clay Coss in *The Civic Leader*. Teachers should thus put themselves in a position to lead in such studies as may be conducted in the classrooms and in the local communities. Educators should influence pupils and also adult members of communities to form similar discussion groups.

That teachers should take their part in arousing the public from its lethargy toward such problems as American foreign policy is indicated in the following facts stated by Mr. Cross:

"Early in September 1943, a number of senators and representatives, Democrats and Republicans, organized a special campaign to arouse interest in international relations, and, in particular, to secure approval for the Ball-Burton-Hatch-Hill Resolution, which seeks to pledge Congress to support a strong international organization to enforce peace. These congressional leaders usually went about (the country) in pairs, a senator and a representative, one a Democrat and the other a Republican. Congress had been accused of lack of effective interest in and attention to the great international problems of the day. These congressmen, stirred to the necessity of action, were carrying the most important issue of our time to the people themselves.

"The result was disheartening. The congressional leaders, in practically all cases, spoke to half-filled halls. As reported by the newspaper *PM*, Senator Maybank, Democrat of South Carolina, and Representative Hale, Republican of Maine, 'reached only 3,375 people at 20 meetings in Massachusetts and New Hampshire. Senators Hatch, Democrat of New Mexico, and Truman, Democrat of Missouri, and Representative Judd, Democrat of Minnesota, spoke to 9,800 persons at 27 meetings in Iowa, Nebraska, and Kansas. Senator Burton, Republican of Ohio, and Representative Ramspeck, Democrat of Georgia, drew 7,000 to 32 meetings in Indiana, Ohio, and Pittsburgh.'

"This was no ordinary barnstorming tour. The congressional leaders were seeking action on a momentous question—a question of immediate concern and of permanent importance. The lack of interest in these meetings indicates a dangerous degree of public lethargy. If we are to have a better and a safer world after the war, it is imperative that some degree of national unity be achieved at once. Every day lost in the development of an American foreign policy, supported by the government and by the people themselves, represents a dangerous delay."

Replacement of Physical Education Teachers

Many trained men and women teachers of physical education have left the teaching profession and are now serving in the armed forces or in industry. This has made it necessary for school administrators to find new teachers of physical education. The following practices are suggested in the *Journal of Health and Physical Education* as the more common ways of meeting the situation:

Report to Us

Readers are requested to submit reports on what is being done or planned in their schools to back the nation's war effort—activities, classroom instruction, administrative procedures, etc. We welcome letters, mimeographed materials, school bulletins, short articles of 100 to 600 words, and full-length articles up to 2,500 words on this subject. We shall undertake to publish or abstract the ideas and reports that would be of interest to other schools. Send to Forrest E. Long, Editor, *THE CLEARING HOUSE*, 207 Fourth Ave., New York 3, N.Y.

1. Retired teachers have returned to service; sometimes on a part-time basis. It is recognized that such teachers may need to have some of the physical-education activities demonstrated by pupils.
2. Teachers who have limited training and experience in physical education and who do not meet present certification requirements have been issued temporary teaching permits.
3. Teachers of other subjects have been assigned to teach physical education.
4. Women teachers of physical education have been assigned to teach or assist in teaching classes of boys. The use of pupils in such situations to demonstrate the activities has proved helpful.
5. Itinerant teachers have been used. Schedules have been devised which permit teachers of physical education to work in more than one school during the week. Such teachers, especially if some attention is given to the use of student leaders and assistance from other teachers, can initiate and supervise a program of physical education.

These teachers can be made more effective through carefully planned programs of in-service training, and through a sound educational policy in the use of student leaders.

Minute Maids Invade

The Minute Maids of Wilmington, Del., High School, reports Mary J. deHan to this department, are a corps of about 15 eager, peppy girls organized to sell war stamps and bonds at civic affairs.

The girls have pitched in at ship launchings, city and school athletic contests, luncheons, and patriotic gatherings. They enter the scene dressed in pert, eye-catching red-white-and-blue pinupos. And their sales for six months totaled \$4,491.

GUIDANCE for our FRESHMEN

By
C. H. SACKETT

SOUTHWEST HIGH SCHOOL receives graduates from the eighth grades of twelve elementary schools, twice a year.

About six weeks before graduation I, as principal of the high school, visit each of the elementary schools in the high school district. I am able to meet my prospective pupils much more intimately, though of course with far greater effort, by talking to them in their own schoolrooms rather than by calling them to the high school for a conference.

These visits require three entire mornings, and through them I try to simplify the procedure of entrance to high school and give the children advice as to their choice of subjects when they enter. This procedure has been followed for several years and has seemed to develop a friendly spirit with the elementary-school principals and teachers also.

Later, when subject elections and other data are received, I correspond with the elementary-school principals if some pupils appear to have made unwise choices. Fre-

A semester of flexible programs & study periods

quently this additional guidance has influenced parents to follow previous recommendations of elementary-school principals and teachers; in other cases, further explanations justify the original elections.

Upon entrance to high school the pupils are distributed among the advisory groups already organized. In the past there have been no special provisions made, after the pupils entered, to orient them, except as they receive guidance in their own advisory groups.

In the summer of 1942 I suggested to the assistant principal, Mr. N. B. Dee, that the following semester a series of talks be given these first-semester pupils by pupils or members of the faculty of the various departments. Because of the crowded condition in our building it has been necessary to use the auditorium for a study hall. The second period of the day all these first-semester pupils were assigned to the auditorium for study and no others were present. Mr. Dee made out a schedule which may be summarized as follows:

First Week: General rules, explained by Mr. Dee. *Second Week:* Work of the doctors and nurse, explained by them. *Third Week:* Student activities—the Student Council arranged programs in which representatives of the various clubs told of their work and the eligibility requirements.

Fourth Week through Sixteenth Week: Programs conducted by the various departments of the school—English, mathematics, etc., each of which was allotted one or two weeks. (There was no program during Thanksgiving Week, and for Christmas Week there was a program for the whole school.)

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EDITOR'S NOTE: *By assigning all first-semester freshmen to a single daily study-hall period in the school's large auditorium, it has been possible to arrange the flexible study-period-and-guidance-program plan explained in this article. The author is principal of Southwest High School, St. Louis, Mo. It will be interesting to many "charter subscribers" to mention that Mr. Sackett contributed an article to the first issue of the JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE—the September 1929 number—on "The Later Success of Accelerated Pupils".*

Seventeenth Week: Going to College—a program given by the College Club. *Eighteenth Week*, the final one of the series: dramatics—playlets given by the Dramatics Club.

Since the pupils were always available and equipped for study, it was possible to present programs, sometimes only one day in a week, other times, more than once, or even every day. But the programs did not have to be of any set length and there was an informal manner about them that made them instructive without being too long and, therefore, in some cases, tiresome.

The various departments told about the different courses that are offered and where possible the programs were carried out with pupil participation. The Commercial Department, for instance, spent one day illustrating what is done in the general business course; a ticket office, a post office, a bank, and their operations, so far as the public is concerned, were explained dramatically. In the Foreign Language Week a Latin class participated. One day a French class conducted a "Dr. I.Q." period in which French words were used and individuals in the audience were given the opportunity to name English equivalents for French words. Another day a second-semester pupil explained why he had elected German. In the Science Week, demonstrations were performed illustrating types of work covered in the different sciences.

At the conclusion of the semester the freshmen voted overwhelmingly that they had enjoyed the programs; that the programs had been helpful to them as first-semester pupils; and that they thought the plan should be continued the following

semester for the new mid-year pupils. In addition to comments on the value of the programs in helping the freshmen to become acquainted with the school and the work in the school, a number of pupils commented on the advantage of meeting daily with the other freshmen, and thus becoming acquainted with one another.

The question naturally arises whether with the many programs given the class work of the participating pupils was not interfered with. Naturally, only the more able students were selected for the programs and I have heard no complaints from teachers. Neither have I heard any criticisms from teachers of finding these extra programs a burden to them. On the contrary, I have heard many comments of approval. I think teachers feel that it is a good opportunity to inform pupils of the work of their own departments.

One desirable feature of the plan has been the informal nature of the program. No school credit is given for the work; consequently, teachers feel no pressure to make the programs of any necessary length. Time is ample for the work. It would seem that in the semesters to follow the value of this procedure will be more evident. It is not carried further than a pupil's first semester, since it is felt that advisers can supplement the information as it is needed.

I believe that every effort possible should be made to ease the transfer from elementary school to high school and that, if special emphasis is given to guidance at this time, further educational guidance in high school can be carried on by advisers and counselors without large expenditure of time for group work.



A Mouthful

Our country is not going to be any better than our school system; in very measurable part we

shall get exactly the school system we pay for.—*Fortune*.

Classroom Adaptations for Pupils of LIMITED ABILITY

By
MAUD MINSTER

TEACHERS STUDYING curriculum problems were asked to state their most difficult problem for the coming school year. One third listed the limited-ability group.

Why do pupils comprising this group present unusually difficult problems? Is it that only recently schools have been segregating these pupils and thus teachers are inexperienced in guiding such groups, or are schools financially unable to provide the enrichment materials necessary to make activities attractive and interesting to these pupils? Or is it that the curriculum is not planned with the aim of supplying immediate felt needs?

The limited-ability group is usually thought of as a group whose intellectual horizons are narrow. The majority have developed little ability to read with understanding, they lack knowledge of how to use printed materials with efficiency; their ability in expression is inadequate. They are weak in imagination, unable to detect leads readily, are not ambitious to undertake complicated activities which are not of immediate interest. Their time attention span is short; they are low in self confidence and self direction. A number in the group may be unkind, untruthful, not trustworthy, delinquent and generally unhappy.

These pupils desire to be a part of the

changing order, to be known and approved, to have the personal distinction and individual development which contribute to happy living. They have desires, interests, and enjoy the feeling of satisfaction with fulfillment.

A wide range of suitable activities will generally eliminate the short time attention span. Activities within their mental range—not a reduced amount of work foreign to their interests, nor all hand work which leaves the mind free to wander—activities which are understood as meaningful, felt needs, immediate in improving life situations, will be enjoyed. And with enjoyment learning is most effective. When directed with enthusiasm to areas of special interest, these pupils generally undertake complicated activities willingly and assume responsibility with pride.

In studying these pupils one discovers numerous goals toward which to aim in curriculum planning: their immediate concerns, opportunities for participation, development of skill in selecting, evaluating, and organizing materials, creating loyal, tolerant attitudes, fostering a willingness to experiment, thoughtful reading, the discovery of their own needs for the power of expression—written and oral, pleasing speaking voice, adequate vocabulary.

Reading is one of the most effective methods of broadening learning. To be able to interpret and evaluate the printed page is essential for every citizen. To help pupils discover some of their interests, provide each with a list of one hundred or more books which will hold the interest of the average mentality of the group. Ask the pupils to check ten books which—from the

EDITOR'S NOTE: *The suggestions offered in this article on curriculum adaptations to the needs and capacities of limited-ability groups are based upon Miss Minster's cooperative work with teachers of Altoona, Pa., Senior High School, where she is librarian.*

titles—they judge would be enjoyable reading.

Interest these pupils in desiring to read reviews of the books checked and plan with the librarian to take the class to the library for a laboratory period. At this time the librarian gives ten or twelve minutes of group instruction, acquainting pupils with possible sources for book reviews, where to locate these helps, and how to go about using them. The remainder of the period is used by the pupils to locate and take notes on reviews of as many of the ten books as they can find.

Discuss findings the following day in class. Then have the pupils use the reviews to evaluate and select for first reading five titles from the ten books each had checked. Interest pupils in locating these books in libraries, homes, among friends. Titles which cannot be located guide pupils in compiling a list—alphabetically by author—for the librarian, so that she may consider these books for first purchase when funds are available.

Borrow from the library for classroom study a number of copies of magazines containing book reviews, such as *Saturday Review of Literature*, *The Booklist*, "Books"—*Herald Tribune*, *New York Times Book Review*, etc., also book jackets and annotated book lists.

Arouse interest in personalities of the present day. One general interest pupils have is in people and the things they do. Help the class discover which personalities influence them, such as radio heroes, moving picture stars, news commentators, social workers and others. Then arouse curiosity in sources of information about living persons.

Arrange with the librarian for a laboratory period in which she will give group guidance on the use of such helps as *Current Biography*, the biography information file, the biography sections of books, *Readers' Guide*, and other sources. Pupils may then locate information about several per-

sons of interest to them at the time.

Discuss the helps and the information located the following day in class. Then reserve a period in the library for reading on "personality". The information file may contain numerous articles and the magazine index will list many references. The card catalog will list books on the subject.

Discuss personality in the classroom. *The Readers' Guide* may list articles in magazines not in the library, and possibly the pupils can locate some of these references in their homes. If they do, have them read, discuss, evaluate, and decide which articles are worthy of filing.

Ask the librarian to guide in preparing these articles for the library information file. (We have guided pupils in making scrapbooks, which are usually used for exhibits and then discarded. Let us make more use of materials collected and teach pupils to add to the school files. Thus they have practice in collecting, evaluating, and filing.)

Pupils may express a desire to learn about generals in the army. Have the librarian acquaint pupils with the *Cumulative Book Index*, which lists all books published, giving publisher and price. Have the class list all biographies of a certain general, then read and discuss them with the idea of evaluating and grading from least to most difficult.

This may lead to a study of rank in the army, or to a study of dogs in war. Pupils might make a bibliography of magazine articles and books about dogs in war. Learn what books the library has on dogs, and guide pupils in making a bulletin on dog books.

You might post a sign: Make Friends with These Dogs in Your Library. Ask permission to look through book jackets in the library for covers from dog books. Plan the bulletin in the classroom and after using it there transfer the material to the library bulletin board. The art teacher may be invited to give a talk on bulletin boards and

their arrangement for effective display.

The governor of your state may deliver an address in your town. If the class shows interest, a study of the state may be made by beginning with the life of the governor—how elected, length of term, etc. This may lead into resources of the state, parks, birds, animals, industries, beauty spots, historic shrines, authors, musicians, artists, scientists.

Have the librarian speak to the class on sources for pamphlet material such as the *Pamphleteer Monthly* or the "Vertical File Service". Have pupils search for and order pamphlets which give information about the state. Evaluate these and add them to the school files.

Pupils might work out a "vacation" in the state, visiting beauty spots, historic shrines, birthplaces, industries, mines. Guide pupils in reading railroad and bus schedules. Get prices of the trip by railroad and bus. Obtain a list of hotels and lodging places. Make a poster outlining the trip, marking the mileage and road numbers to follow if driving.

A humorous speaker may give a talk in the school and arouse curiosity on the part of the pupils to learn more about him. Plan for the pupils to go to the library, this time without guidance, to locate material on the life of the speaker. Inform the librarian of the nature of the project. Pupils may locate a number of after-dinner speeches the man has given, which may lead to a study of after-dinner speaking. Have pupils collect, study, and file after-dinner speeches, then have them write talks to give to the class and also for specific occasions in the school or at outside occasions.

Lengthy units may be planned, beginning with living persons. Some one in the class may be interested in the personality and work of a musician. This may lead to studies of orchestra leaders, band leaders, war songs, jazz music, swing music, American music, religious music, various musical instruments.

The class as a whole may wish to work

on some of these subjects or each may prefer a different subject. Go to the library for guidance and reading. Collect materials, evaluate them, and add to the school files.

Units may be planned around persons in the sports world, moving pictures, war service, scientists, journalists, news commentators, social workers, manufacturers, with numerous side paths as interest indicates.

A possible activity is to collect song sheets used for group singing at banquets and various club meetings. Have the class select songs for school assembly song sheets. If possible have these mimeographed or printed.

Guide pupils in making lantern slides by typewriting songs on cellophane and placing the sheet between glass. Directions for making slides may be obtained from the Keystone View Company, Meadville, Pennsylvania—*How to Make Lantern Slides*, 10 cents.

As pupils read the five books they selected they may become interested in illustrations and illustrators. Here is an opportunity for a unit on book illustrating. Get references from *Readers' Guide* on book illustrators and illustrating, also from book sources. Make a list of outstanding illustrators and study those the class prefer. Invite the art teacher to discuss book illustrating with the class. Obtain copies of books illustrated by two or more artists and compare illustrations. Evaluate illustrators as to exactness of detail, beauty, artistry, color, suitability for children. Have pupils collect illustrations from magazines, and evaluate and prepare them for the school picture file.

The study of illustrators may lead to a unit on cartoonists and cartooning. In this unit of work be sure to have a panel discussion on "Resolved: That 'comics' are bad for children".

An appropriate closing unit for this project is a study of books on the subject of "Ourselves", books on getting along with people, managing one's self, earning and spending, developing personal power, being

a friend, tests of character, individuality in clothes, manners, conversation.

Have the class make a bibliography of thirty or more books of this type and read them for class discussion and evaluation. Guide in making a book ladder, i.e., placing book jackets on a stepladder with the most difficult on the top and the least difficult on the bottom step. This will show the pupils what they have accomplished in the art of evaluating.

Try interesting pupils in writing a summary of desirable traits in personalities they have studied, traits which they would like to possess. This is a good exercise for character growth.

From lives of living persons projects may be planned to continue through several grades, or a few may be selected for one grade. Social studies, geography, art—in fact a unit on any subject can be built around persons in the field.



How Are Your Professional Ethics?

Following are 23 questions from a 40-question self-test on professional ethics prepared by Leland Glover and published recently by *Sierra Educational News*. The questions are based upon the Code of Ethics adopted by the Representative Assembly of the National Education Association in 1941. This self-test is "helpful in reminding teachers of the professionally-correct way of doing things."

1. Do I refrain from tutoring my students for pay or referring them to a relative to be tutored for pay?
2. Do I refrain from disclosing any information obtained confidentially from my pupils when it is not in the best interest of the child and the public?
3. Do I refrain from doing or saying anything which might undermine the confidence and respect of my pupils for their parents?
4. Do I inform my pupils and their parents regarding the importance, purposes, accomplishments, and needs of my school?
5. Do I teach and practice democracy in my classroom and in my community?
6. Am I loyal to my community, my state, and the United States?
7. Do I exercise my American right to give constructive criticism on my school system, my community, my state, and the United States?
8. Is my way of life acceptable to my community and to the teaching profession?
9. Do I accept willingly reasonable community responsibilities offered me?
10. Do I avoid allowing myself to be exploited in my school and community?
11. Do I encourage able and sincere individuals to enter the teaching profession and discourage those who plan to use this profession merely as a stepping stone to some other vocation?
12. Do I maintain my own efficiency by study, by travel, and by other means which help me keep abreast of the trends in education and the world in which I live?
13. Do I refrain from promoting organized rivalry and divisive competition which weakens the cause of education?
14. Do I insist upon a salary-scale commensurate with the present social and economic demands?
15. Do (would) I refrain from underbidding a rival or accepting a below-schedule salary?
16. Do I expect a deserved salary increase? (If I am an administrator, do I make every effort to secure for my teachers deserved salary increases?)
17. Do (would) I refrain from applying for a specific position currently held by another teacher?
18. Do I hold in strictest confidence confidential information about other teachers?
19. Do I refrain from maliciously gossiping in public and in private about other teachers and attempt to stop that which I hear?
20. Do (would) I recommend a worthy teacher for a better position outside my school system rather than try to retain his or her services?
21. Do (would) I refrain from acting as an agent, or accepting a royalty, or other compensation for endorsing books or other school materials in the selection or purchase of which I may exert influence?
22. Do (would) I refrain from accepting a commission or other compensation for helping another teacher secure a position?
23. Do I refrain from using my classroom privileges and prestige to promote partisan politics, sectarian religious views, or selfish propaganda of any kind?

HISTORY SPREE:

3-day interlude with historical fiction
revived my pupils' interest in the texts

By
LEO J. ALILUNAS

IN THIS INTERESTING day in a world where much history is being made, the history textbook has come to be a "bête noir" in the minds of high-school juniors.

Unfortunately, this bad feeling for history texts has led to a passive, if not a negative, regard for history. We may point to the values in civic education which history should afford Johnny—but we know, also, that history never leads the polls taken on the popularity of high-school courses.

What are the specific criticisms of high-school pupils toward American history texts? A survey among 66 of my pupils in several classes revealed that only two pupils had no real "gripe" to offer. Following is a summary of the pupils' criticisms:

History texts have very little literary appeal to most 16-year-olds. The texts' expositional style is not inviting. They provide little sense of narration. The vocabulary is usually regarded by adolescents as much over their heads.

The pupils complain that the content is almost totally devoid of any concrete, dramatic experiences. Pupils have a feeling that history is racing across the authors' pages as

a mess of names, parties, wars, and dates. People do not live for them. Everything is artificial, and woodenish.

The pupils' reaction is that history texts are mechanical dissections designed to create unnecessary hours of mental misery for them. It does not take long to become aware that very few high-school juniors have real affirmative feelings toward the secondary-school American history text.

Midway in the semester, as an experiment, I decided to sacrifice temporarily the so-called objective study of history through text work in order to determine whether any other teaching procedure would result in a different learning effect. When we were ready to begin the study of the Westward Movement, I announced that no text reading was to be required and that no factual or analytical questions on text work would be taken up.

I suggested a bibliography, both fiction and non-fiction. Pupils were free to read anything of their own choice on the subject, and for three days the classroom was converted into a reading room. The next several days were used by pupils in an informal review of their reading.

Although they had not been asked to read outside of class, 38 of the 66 said that they had done outside reading. Thirty-two had discussed of their own accord their reading experiences with individuals other than classmates, such as parents, sisters, brothers, or friends. In response to my question, "Did you enjoy this reading method of studying history more than you do the usual text study?" 63 replied affirmatively while 3 gave negative answers.

EDITOR'S NOTE: *In the recent tempest of criticism about the ineffectiveness of American history courses in high school, the schools and the teachers were blamed roundly—but little was said about the textbooks used in these courses. The author's report on his 11th-grade pupils' opinions on their American history texts is therefore particularly interesting. Mr. Alilunas teaches in Dearborn, Mich., High School.*

The following are typical books read by pupils:

Binns, Archie, *The Land is Bright*
 Cather, W., *O Pioneers*
 Duffus, R. Z., *The Santa Fe Trail*
 Eggleston, E., *The Hoosier Schoolmaster*
 Fuller, Iola, *The Loon Feather*
 Garland, H., *A Son of the Middle Border*
 Hough, E., *Oregon Trail*
 Turner, Frederick, *Frontier in American History*
 Twain, Mark, *Life on the Mississippi*
 Vestal, King of the Fur Traders

What values did these high-school juniors find from this type of reading which they did not ordinarily derive from their history texts? Following is a summary of their reactions:

The remarks of pupils showed that they like reading which does not require constant concentration. They like historical material which appeals to their imagination. Texts atrophy their imagination.

Adolescents invariably like to read about how people have lived. They have a keen taste for social history. Their complaint is that texts offer relatively little social history, and that what is offered is given in a mechanical fashion. This contributes to their bored attitude.

Pupils prefer to do their historical thinking through the narrative approach. They do not like the expositional style. Psychologists know this fact—but textbook authors and publishers generally do not. Adolescents have a dramatic urge, and love stories of adventure. They want to feel history. Is this not a legitimate adolescent need? Subjectivity characterizes adolescents' thinking. They are neither capable of, nor do they

desire, an absolute objective approach. It is only gradually that they learn to read abstract matter.

The fact that my classes gained little systematic knowledge about the Westward Movement with respect to its causation, character and significance disturbed only a few. They crave genuine historical experience far more than they do pseudo-historical scholarship. As a matter of fact, I have found that the frontier about which professional historians have fretted so much in its interpretation worries very few adults in the course of their daily living. They are much more concerned with such a vital aspect of modern democracy as the labor problem than they are in hashing and rehashing various theories of the frontier.

What these adolescents did get out of their reading experience was something they had not derived from their tussles with dry history texts—a genuine liking for history. Many actually expressed amazement that history could be so interesting. Through a literary approach, subjective though it was, they were finding a motive for a more serious study of history.

Having gained a personally rich and satisfying vicarious experience concerning the Westward Movement, they became more ready to be guided into a factual, interpretive study. They were now psychologically ready for the analytical approach. A textbook diet alone tends to leave only traumatic effects on adolescents. The process of integration, which employs the materials of literature and history, results in a better appreciation of history.



The Barefoot Boy of 1943

Blessings on thee, little man, barefoot boy with
 cheek of tan;
 Trudging down a dusty lane, with no thought of
 future pain.
 You're our one and only bet to absorb the national
 debt.

Little man with cares so few, we've a lot of faith
 in you;
 Guard each merry whistled tune, you are apt to
 need it soon.
 Have your fun now while you can; you may be a
 barefoot man. —Louisiana Schools

FRESHMAN to SENIOR:

We studied the relative outlooks on life
of our 4 classes through 64 statements

By CLAUDE MITCHELL

No DOUBT most teachers, supervisors and school administrators often have wished that they could see and measure the growth and development of the pupils with whom they work as clearly and objectively as the carpenter sees the growth of the building he constructs or the engineer of the bridge he builds. To hope, however, for such objective and visible growth and development would be hoping for too much, since humans do not develop by the accretion method.

Nevertheless humans do grow and develop as the years come and go and the lessons are assigned and recited. It is true that with our present achievement tests we can measure rather accurately the achievement per grade or year, but we are not so certain that we are able to ascertain what changes these achievements make upon the general outlook on life of the different grades and ages of pupils.



EDITOR'S NOTE: Here the author offers evidence on the changing outlooks on life of the pupils of his four-year high school, as they progress from grade to grade. Each pupil was given a set of 64 general statements on life and affairs, ranging from cynical to idealistic, and asked to put a mark of agreement or disagreement before each. Responses were analyzed separately for freshmen, sophomores, juniors, and seniors. In this article you are offered the set of statements for possible use in your school, and the author's analysis of the findings. Mr. Mitchell is superintendent of schools in West Newton, Pa.

How does a high-school education change pupils' views as they progress from the freshman to the senior year? What influence upon their thinking and their attitudes does the high school exert? Does it cultivate tolerance and loyalty to our institutions? Does it foster individual and critical thinking? Just where does the greatest change take place?

Now no one will assume that all changes in the general outlook upon life in the pupil as he gradually turns from a freshman to a senior can be attributed to the school alone. Furthermore, one must realize that not all freshmen have the same general outlook nor do all seniors have the same general senior outlook. Individual differences and different environmental stimuli account for many diversities. But since our achievement and intelligence tests have norms or standards for the specific grade or age, likewise one might suppose that there is some agreement among freshmen upon general outlooks on life and attitudes toward specific practices or institutions, and some among seniors might also be expected.

To obtain some definite information upon the changing attitudes and opinions of West Newton, Pa., High School pupils by grades, we prepared the following list of sixty-four statements for all of the children to mark. It was headed by these directions:

"In this list you will find a number of opinions held by different people. If you agree with an opinion, please write the letter A before the number, and if you disagree, please write the letter D before it. Please do not sign your name."

No test in general outlooks and specific

attitudes has yet been standardized, and the comparisons that will follow must necessarily be rather general and crude. No attempt is made at accurate measurements, but rather general statements of trends in differences by grades have been set up.

Following is the complete list of statements. After certain statements on which the response is analyzed at the end of this article the per cents of *agreement with the statement* by seniors (Sr.), juniors (Jr.), sophomores (So.), and freshmen (Fr.) are given. In each case, the response showing the greatest variation is italicized.

1. I believe that the ordinary roadhouse as it is conducted today is a benefit to youth.

2. People who attend Sabbath school and church seem to have better conduct than those who do not. (Sr. 82, Jr. 57, So. 32, Fr. 68)

3. Boys and girls who belong to the Scout organizations seem to have better conduct than those who do not.

4. Liquor today makes it possible for youth to have much better times.

5. It takes too much money to keep in style today. (Sr. 69, Jr. 48, So. 40, Fr. 38)

6. It is easier to succeed in life today than when father and mother were young.

7. Our parents had better times when they were young than we do today.

8. This seems to be more of an old people's world than a world for the young.

9. In a democracy we always have the best kind of people as our candidates at elections.

10. Campaign speeches are very necessary because they enlighten the voters so they can vote more intelligently.

11. Compulsory education until the age of high-school graduation or seventeen years is the proper thing for a democracy.

12. Sometimes I wonder whether life is worth the effort of living after all. (Sr. 21, Jr. 27, So. 45, Fr. 16)

13. I believe that the price we must pay for success in life is too high.

14. Industry is setting its standards too high when it requires a high-school education for all its new employees. (Sr. 3, Jr. 12, So. 20, Fr. 14)

15. If there are periods of mass or mob insanity they can be said to be at their worst just before elections.

16. We should not permit the refugees from Europe to come to our shores at the present time. (Sr. 64, Jr. 45, So. 42, Fr. 16)

17. I believe that morally we are better than our parents were when they were young.

18. Voting at a modern election has largely become a matter of confusion and blind party following. (Sr. 57, Jr. 66, So. 47, Fr. 24)

19. Most of the voters understand the platforms of the parties and the issues of the campaign well enough to vote intelligently. (Sr. 10, Jr. 33, So. 20, Fr. 40)

20. The radio has lost its value and influence because of the excessive advertising and ballyhoo. (Sr. 3, Jr. 15, So. 17, Fr. 14)

21. Since the future looks rather dark and gloomy one may as well be carefree and have a good time while he can. (Sr. 31, Jr. 30, So. 52, Fr. 28)

22. Society today spends too much for style and luxury.

23. The person who has the best preparation generally gets the position or job. (Sr. 82, Jr. 81, So. 67, Fr. 78)

24. Our political speakers can be trusted and generally give us the true facts.

25. Church attendance makes a man a better citizen for democracy and thus strengthens democracy.

26. In ourselves our fortune lies, life is what we make it. (Sr. 93, Jr. 96, So. 75, Fr. 98)

27. The rule, "Do unto others as you would that they should do unto you", is still valuable and up to date. (Sr. 86, Jr. 75, So. 70, Fr. 92)

28. The individual citizen in this country is too much hindered by laws. (Sr. 10, Jr. 15, So. 15, Fr. 4)

29. Democracy will always be safe because the voters select good officials and vote intelligently.

30. The job in which you use your hands is harder than the one in which you use your head.

31. It is always best to live within your income and save something for old age.

32. In securing a position today push is worth more than pull.

33. I often feel that the world has not given me a square deal. (Sr. 14, Jr. 12, So. 10, Fr. 4)

34. America has people of too many nationalities as its citizens.

35. Whether my life is a success or a failure will depend entirely upon me.

36. It does not pay to become too much excited about the future; whatever is to happen will happen anyhow.

37. We seem to be gradually losing our individual rights and more and more becoming subjects of an all-powerful government. (Sr. 81, Jr. 42, So. 52, Fr. 16)

38. Capitalism must reform some of its ways if it would continue to exist. (Sr. 48, Jr. 51, So. 70, Fr. 36)

39. Civilization, as I see it, hasn't been too much of a success. (Sr. 14, Jr. 18, So. 27, Fr. 6)

40. In feudal times serfs were sold with the land, which was not as cruel as the present-day practice of selling industry and letting the people shift as best they can. (Sr. 35, Jr. 48, So. 45, Fr. 20)

41. After all our political theory is largely based on selfishness; the office seldom seeks the man, but the man selfishly seeks the office for his own benefit. (Sr. 77, Jr. 72, So. 82, Fr. 52)

42. I believe that at the present time compulsory military training and service is the just and proper thing.

43. One can almost secure any position today if he has the proper pull and influence.

44. In this present-day world it still pays to be a lady or a gentleman.

45. There does not seem to be very much chance in the world for the average young person. (Sr. 21, Jr. 6, So. 25, Fr. 10)

46. Opportunities for the young in America today are better than they were years ago.

47. I often feel that the price we are paying for the thing we call civilization is too high. (Sr. 25, Jr. 18, So. 35, Fr. 10)

48. Most young people would benefit by stricter discipline in the home and at school.

49. Most people who are so enthusiastic about politics are interested for what they expect to get for themselves. (Sr. 84, Jr. 66, So. 67, Fr. 72)

50. People in America seem to be getting soft and flabby in their ambitions and endurance.

51. We are gradually drifting towards state socialism or nazism in America. (Sr. 42, Jr. 27, So. 40, Fr. 12)

52. The radio is doing more harm to the American people than good.

53. Anything is right so long as the law does not say it is wrong. (Sr. 11, Jr. 18, So. 25, Fr. 14)

54. It seems to me that the best jobs generally go to the biggest bluffers. (Sr. 42, Jr. 33, So. 52, Fr. 38)

55. Labor is just as inconsiderate and unreasonable as capital when it is in power. (Sr. 67, Jr. 63, So. 67, Fr. 26)

56. The philosophy of our day seems to be: "Each man for himself, get all you can while the getting is good." (Sr. 100, Jr. 69, So. 77, Fr. 60)

57. Entirely too many people are depending upon the government in this country today.

58. To strike when one's country is in distress or in an emergency such as exists today is almost treason.

59. People who strike and hold up the necessary equipment for their nation in times of emergency like these should be drafted into the army.

60. This is a day and age in which you cannot trust even your best friends.

61. No matter to what organization we belong, the good of our country should receive our first consideration.

62. Most of the labor unions today have become great rackets controlled by selfish and un-American racketeers. (Sr. 67, Jr. 39, So. 81, Fr. 48)

63. Strikes today are bringing on inflation in this country, because every time higher wages are paid the price of products will advance and the dollar will buy less.

64. Our country is always greater than any organization in it. Our country has existed without any of the modern organizations, but these organizations could not exist without our country. If they feel they could, let them go to Germany and try it today. (Sr. 87, Jr. 90, So. 80, Fr. 66)

A careful examination of the responses by grades to the numbered statements on which the per cents of agreement were given shows the following tendencies:

SENIORS seem:

2. More seriously inclined toward church attendance than other classes.
5. More serious about the spending of money.
14. More in agreement that a four-year preparation is not too long after having almost completed it.
18. More critical of our election practices.
19. More likely to have less faith in the common voter than the other classes.
20. More tolerant toward radio advertising and ballyhoo.
37. More concerned about the loss of individual rights than other classes.
49. More awake to the selfishness of politicians than the other classes.
51. More alarmed about a drift toward Socialism in our country.
55. More fair and impartial in their criticisms than freshmen.
56. More confirmed and certain that a spirit and attitude of selfishness is abroad in this country.

JUNIORS deviate less from the group in their attitudes and opinions than any of the other classes in high school.

SOPHOMORES seem:

12. More inclined to have a discouraged outlook on life than other classes.
21. More Epicurean in their philosophy and outlook.
23. More discouraged and radical in attitudes toward school and preparation for life.
26. More fatalistic in their outlook.
27. To have less faith in the ethics of the Golden Rule than other classes.
38. More radical in their thinking.
47. More pessimistic toward society in general.
54. More inclined to feel that individual worth and achievement count for little.
62. More convinced of racketeering among labor unions than other classes.
53. More inclined toward a warped system of ethics than other classes.

FRESHMEN:

16. Seem to be more tolerant toward refugees from other countries than other classes.
28. Do not feel as much hindered by law as other classes.
33. Are not as pessimistic toward the world as other classes.
39. Are more optimistic toward the world and civilization.
40. Are less aware of the seriousness of the loss of one's livelihood.
41. Are more easily hoodwinked and bluffed by the clever politicians.

From the foregoing we may conclude that four years of high school tend to stabilize the individual and develop critical thinking and tolerance, and at the same time promote an appreciation of our individual freedom and rights. This is of course as one would expect, but is not always able to prove.

The greatest period of change during the four years seems to be from the sophomore to the senior year. In the sophomore year discouragement and radicalism seem to be at their highest, while during the junior year a gradual turn or adjustment begins to take place which continues throughout

the senior year. Just why discouragement and radicalism should reach their peak in the sophomore year is not so easy to understand. Perhaps it is the result of a year of unadjustment as a freshman ending in confusion and discouragement. Sophomores do become seniors!

* * * FINDINGS * * *

DUES: Movements are afoot in some state education associations to change dues from a flat fee to a graduated fee based on size of salary. Already, states *The Massachusetts Teacher*, 9 states have graduated fees. In New Jersey, for instance, dues are \$1 to \$2—in Maine, from \$2 to \$5. The most common amount for flat dues is \$2. But flat dues range from \$1 in a few states to \$4 in Utah. The question at point is: Why should a teacher who makes \$600 and a teacher who makes \$4,000 pay the same dues?

LANGUAGES: Enrolment in all language courses in Wisconsin high schools, stated in per cents of total school population, has dropped from 38% in 1918 to 13% in 1942, reports Frank J. Klier in *Language Teaching in Wisconsin Public High Schools*, 78-page pamphlet issued by the Wisconsin State Department of Public Instruction. More pupils still take Latin than take all other languages combined. While 20% of all pupils took Latin in 1918, 7% do now. French has fallen from 13% to 1.4%, in a steady decline not affected by the recent eclipse of France. German rose from 2% in 1918 to 6% in 1930, has fallen to 2% again. Spanish has varied least—about 2% in 1918 and 2% in 1942.

TURNOVER: In Washington State school districts with more than 10,000 pupils, only 4.6% of

the teachers have left their jobs in 1943. But in all school districts with fewer than 1,000 pupils, reports *Washington Education Journal*, teacher turnover was close to 50%—ranging from 44% to 50%. Salary had a lot to do with it, of course: "You pay, and we'll stay."

BABIES: In 1942, births in the U. S. numbered more than 3,000,000—an increase of 25% over 1937, reports *Education for Victory*. But in the upward trend in births since 1933, the Metropolitan Life Insurance Co. says, 1943 will show an increase over bumper 1942. According to the record of the 20th Century, these tots are arriving just in time to participate in the next world war—unless we think fast.

BOARDS: There are about 427,000 citizens serving on 125,000 U. S. school boards, states Herbert B. Mulford in *School and Society*. Would these large figures be one explanation of the things you hear about school boards, we wonder? Among so many, anything can happen—and frequently does.

DIET: In spite of the barrage of publicity on daily dietary requirements, many people remain rugged individualists at the table. So we gather from a Gallup poll report mentioned in *Consumer Education News*, a Los Angeles, Cal., school bulletin. This nation-wide survey of the foods eaten by representative adults for a 24-hour period found that: 45% had eaten no tomatoes, citrus fruits or juices, raw cabbage, or salad greens; 48% had no eggs; 34% no milk or cheese; 25% no leafy green or yellow vegetables; 12% no meat, fish, or poultry; 3% no whole grain or enriched cereals or bread; 8% no fruit or vegetables (including potatoes) at all. For a report of a study showing similar bad eating habits of pupils, see "Butte County High Schools Survey Pupil Diets", by Loaz W. Johnson, THE CLEARING HOUSE, October 1943.

EDITOR'S NOTE: *Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.*

THE EDUCATIONAL WHIRL

A department of satire and sharp comment

Contributors: Effa E. Preston, R. W. Hamilton, Harrison Barnes, Lemuel Pitts, and R. Elizabeth Reynolds.

During vacation our mathematics teacher earned \$80 a week as a carpenter on a defense job. Now members of the local union and bosses are giving him steady employment on week-ends and holidays—so long as he continues as their children's mathematics instructor at a very different wage.

E. E. P.

If you keep discipline in the foreground, you can't do much teaching. No bee can sting and make honey at the same time.

R. W. H.

Slogans for Subjects

A language-teacher friend of mine showed me the October 1943 issue of *Modern Language Journal*, which offers its readers three slogans for promoting enrolments in foreign-language courses:

"Americans, Awake to Language Needs!"

"Foreign Languages for Global War and Global Peace!"

"A Second Language is an Asset. Ask the Man Who Knows One."

I saw the handwriting on the wall. When the language propaganda barrage gets hot, other subjects in self defense will have to devise slogans of their own. I sat down at once to write a few slogans for my own subject—and when I got up I found I had written some for everybody:

"Grammar Will Give You Glamor!"

"Take Shorthand, and You'll be Laps Ahead!"

"Something New Should Be Added to Physics—It's You!"



EDITOR'S NOTE: Among the contributors to this department are superintendents, high-school principals and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.

"English Lit Will Make You a Wit."

"Modern Problems Will Solve Your Troubles!"

"Take Algebra—New, Improved—31.06% Easier!"

"Take Home Ec. and Get Set for Orange Blossoms!"

"Isosceles! Hypotenuse! Geometry Will Send You!"

"Our Counselor Will Put You in the Groove. Get Guidance!"

"Biology is on the Beam! Join Our Happy Classroom Team!"

"Enrol in Psychology—It's Smart to Be High-brow!"

H. B.

It takes a lot of good teaching to rebuild what a few parents can tear down.

R. W. H.

A new alphabetical agency like WAVES, WACS, SPARS, et al, for teachers to join would be the WAGS: "We Ain't Going". This would be approved by principals.

L. P.

Out of This World

Billy did such good work the last six weeks of school that he raised his semester grade from D to C.

On the last day of school when he looked at his grade card he muttered, "I'm tired of teachers' stretching my grades. I just got my math card and Mrs. Browning did the same thing you did. I want just what I deserve and no more."

I recognized that I was in the presence of a phenomenon—and I wished I knew what kind of phenomenon!

R. E. R.

Maybe we teachers complain too much about our unhappy lot. Life isn't all beer and skittles, not even filet mignon—but we're still a free people. Nobody said we had to be teachers—or else.

E. E. P.

THE COUNSELOR and THE NAVY

Johnny plans to enlist when he's 17, so nuts to studying

By NORMAN SCHACHTER

Aw, I don't want to take that course. What difference does it make? I'm quittin' school as soon as I'm seventeen anyway. Maybe before, if I can get Mom to say that I'm old enough. I'm gonna join the Navy."

"What difference does it make for I'm gonna join the Navy" has become the universal cry of too many high-school pupils. To them it is the panacea to end all thoughts of teachers, homework, and office trouble. It has become the easy way out for them, but just another challenge in the day of a counselor.

Educational theory tells us that good boys need as much counseling as the so-called problem cases. That is sound theory, but let's not fool ourselves. Conscientious pupils have the happy faculty of knowing how to steer clear of pitfalls, to enjoy school, and to plan their programs to a certain degree. Our troublesome friends, the "so-called problems", have the unhappy

faculty of knowing how to fall into trouble, of disliking school, and of caring nothing about future school planning.

Prior to December 7, 1941, 99 out of a hundred pupils were willing to be helped. Now, however, the proportion is way out of line. A certain indifference to the future has sprung up in a good many pupils. This group is thinking only of how to get out of school before reaching the required age.

Rolling waves, blacked-out ships, convoys, torpedoes in mid-ocean, and other thrilling thoughts have replaced any concern over how they will make a living in later life. Now it is becoming more and more our job to show pupils that they will need every bit of schooling they can get, that high-school training will make them better sailors, and that they must be self-supporting in the lean years of post-war readjustment. Our President and naval leaders have specifically requested that pupils remain in school to learn trades or professions. Furthermore, the Navy grants special ratings to trained personnel.

The patriotic but short-sighted pupils, however, mistakenly believe that the Navy sends each enlistee to a naval training school to become a first-class machinist or carpenter. Recently a pupil failed to show any interest in thoughtful planning of his high-school program and claimed it didn't matter as he was just marking time. I endeavored to show him the light.

"Look ahead, fellow, think of the many years after the war. Prepare yourself now for the future. Learn a trade and get ready for a useful life."

But he promptly replied, "That's just a bunch of stuff and nonsense. I'll join the

EDITOR'S NOTE: *Or you could switch the author's school from California to Kansas, and call the article "The Counselor and the Army." Always when boys have planned to go to war in a semester or two they get a restless, disinterested attitude toward their classes. But where in 1917 the armed forces needed hordes of simple trigger-pullers, the vital need now is for men with specialized knowledge and skills. Today our young patriots can be urged to study harder than ever until they "join up." The author was a teacher and counselor of Redlands, Cal., Senior High School. He is now a lieutenant in the Marine Corps.*

Navy, learn a trade, and won't have to bother with report cards, tests, and tardy slips. Yeah—and get paid while learning. My bud tells me the Navy sends guys to their own schools."

"Just a minute. Not everyone gets sent to school. Only the men who show a certain aptitude and pass preliminary tests. Why not take a few courses in machine shop now, so when you sign up for the Navy you'll have a jump on the others and will be able to get into the Navy's schools? Get wise."

He pondered a moment, and I prepared to welcome him to the fold. But he looked out the window and said, "Aw, what's the use? I'll probably be leaving before long. Just give me something to fill time."

It sounds discouraging but it is not as black as it may seem. It has opened up new avenues through which to approach and attack possible problems. We teachers are now privileged to show the pupils how certain courses will help a future Navy career. Charts can and should be drawn, listing subjects that fit in with training necessary for the future bluejacket, gob, or salt, as the pupils like to be called.

We have an opportunity to show pupils that a person eager for advancement and on his toes can make the grade in a Navy service school which offers special opportunities for skilled men. It is wise to point out that a great deal depends upon the individual, and that the Navy promises nothing to anyone, at time of enlistment, concerning particular service schools.

Stress should be placed on the fact that the Navy ascertains qualifications by a series of simple tests which determine general intelligence and basic education. Applicants for trade schools receive additional tests to determine their mechanical aptitude. Naturally the best qualified are selected and enrolled in schools. Pupils are shocked to learn that the Navy gives tests and work rather than merely a pail of water, soap, and a brush to fill time.

Why not survey Navy trades with the in-

different and lackadaisical pupil? Plan with him courses for printers, photographers, bandmasters and musicians, painters, stenographers, electricians, metalsmiths, bakers and cooks, radio men, and carpenters. Arouse a willingness by showing how school courses fit in with Navy careers and how Navy leaders strongly suggest that young tars know practical mathematics, mechanical drawing, blue-print reading, and use of hand tools.

High-school radio courses enable pupils to have a fundamental knowledge of the mechanics of radio. Any pupil can readily see the advantage such training will give him over future classmates in uniform. Woodshop courses are ideal for boys interested in becoming carpenter's mates, as they must be familiar with all types of woodworking. Woodshop courses also aid in the trade of patternmaking.

Metalwork courses will benefit the prospective seaman, for experience in work with iron, steel, copper, brass and similar metals are fundamentals of a metalsmith's trade. Machine-shop instruction and drill will aid a future machinist's mate, and commercial classes emphasizing typing and shorthand expedite advancement for an imminent Yeoman.

A certain degree of proficiency in choir, band and glee club can furnish a running start for a spot as musician in the ship's band or choir. Yes, even boys' home economics or a cooking class help future chefs. Shop mathematics and blueprint reading are necessary for most of the trades. In the communication and clerical schools the Navy teaches English composition and spelling.

Time can be well spent in explaining that the superior officers of the Navy size up each individual's character to discover if he is ambitious and adaptable.

Let us not just say "Oh well, chalk up another one for the Navy", but let us actually help pupils prepare for a future trade in the Navy.

NINTH-GRADERS *as* LITERARY CRITICS

By JAMES HAYFORD

LET ENGLISH TEACHERS beware of being too ready to conclude that their "average" pupils are incapable of sensing the strengths and delicacies of literary style!

The writer was in the process of trying to show a group of very "average" ninth-graders (coming from decidedly "underprivileged" homes) just what a sentence is and does. He was trying to promote the concept that a sentence is not merely or inevitably "a group of words containing a subject and a predicate and expressing a complete idea", but rather "a word or group of words bounded by a capital letter and a period which fulfills a certain purpose in a certain place."

He read with the group Jack London's story, "To Build a Fire". Apparently there was not one who did not feel rather keenly the man's cold and desperation. There was a brief discussion of one or two particularly telling sentences, during which various individuals tried to say how they thought these sentences got their telling effect, in the light of what had preceded them, what was to follow them, how they were constructed, and so on.

One of the sentences was, "And then it happened." A sentence—the writer took

delight in pointing out—which committed the unorthodox and supposedly improper feat of starting with "and". He then asked each member of the class to take a piece of paper and write on it a sentence from the story which he considered noteworthy, together with his reasons for so considering it. The following are a few of the sentences chosen, with the pupils' comments:

Day had broken cold and gray, exceedingly cold and gray, when the man turned aside from the main Yukon trail and climbed the high bank, where a dim and little-traveled trail led eastward through the spruce timberland.

"I think the above is a good sentence because it describes very clearly, and you can almost, as if you were there, see what the country looked like. I also think it is a good sentence because all those facts are written as one sentence, instead of being broken up in different sentences. If it was broken in separate sentences, I don't think the whole picture could be gotten."

He was no better off. He could not pick it up.

"These two sentences give you an impression of the hopelessness he felt. Jack London couldn't join the sentence, for then it would give you the feeling of calmness. Not the breathlessness it really gives you."

It was all pure white, rolling in gentle undulations where the ice-jams of the freeze-up had formed.

"I like this sentence because it makes a good picture. Here is what I picture. I can see out in a distance 'white'. A picture which is very bright. The snow seems to be running smoothly in little waves. Then I can picture the piled-up ice jams. The sen-

EDITOR'S NOTE: The author told us that he has had some success in encouraging literary appreciation on the part of his non-academic junior-high-school pupils. This article indicates one of his methods, and gives examples of how his pupils reacted. Mr. Hayford teaches in Central Junior High School, Summit, N.J.

tence, seems to give you a nice soft feeling with its descriptive words, and even so the sentence is not a drowsing one."

But he was safe.

"The sentence fits in very well. It is a short sentence but comes directly to the point. It tells you that he is relieved of the fear of freezing. It also shows that he can rest with ease for he is getting warm."

He worked slowly and carefully keenly aware of his danger.

"This sentence fits in its place very well, because he knew that the danger of the fire not lighting, by one mistake of his, meant death. It is a good sentence because it uses good adjectives to describe it. It also is the beginning of a paragraph that sums up the last paragraph."

Not all of the papers were as clear or as articulate as these. But even the most inarticulate and fumbling reasons showed un-

mistakable signs of a real "literary appreciation". For example:

Yet he was no better off.

"The author wanted you to feel that no matter how much he slapped both hands he could be no better off. It makes you feel as if you were really freezing and how you would react."

His flesh was burning.

"I picked this sentence out because it was cold out and he burned matches and went near his flesh. There was no wind to blow the match out."

Note the simple but poignant association of details achieved by that last remark!

The writer submits that this evidence speaks very highly of the literary discernment of average ninth-graders—when they are given a fair and appealing chance to show it.



Cafeteria Hostesses: Student Council Idea

For a long time, Triadelphia High School, Wheeling, W. Va., was confronted with the situation that I believe most average high schools face. That is the crowded and unruly noon hour in the cafeteria. This problem has been almost completely solved by our cafeteria hostesses.

Our student body numbers about one thousand and is given just forty minutes in which to eat. A large majority of the students eat in the cafeteria. There was much confusion in serving this large group. After getting seated, many would start to get rowdy by yelling and throwing paper around. Then after finishing their meal, many students would leave their trays and paper on their table instead of returning them to the kitchen.

This serious cafeteria problem was studied by the Student Council, which decided to take action. The result was the selection of four girls to act as hostesses. They were chosen for their tact, per-

sonality, and ability to work with people.

These hostesses work by pairs in two shifts. They give up half of their noon hour to be on duty. Through the efforts of these girls there is now no more "hedging in line", pushing, or shoving. Noise and roughness are kept at a minimum. Forgetful eaters are kindly asked to return their papers and trays to the kitchen.

These hostesses work as inconspicuously as possible in an attempt to bring out some of the courteous qualities that all students possess but carelessly let slide while in the cafeteria. The indirect work of these girls is making a definite change toward more courteous action of the students in all phases of school life. Triadelphia's cafeteria hostesses are regarded highly by both students and teachers and are establishing in the cafeteria an atmosphere of true respectfulness and courtesy.—BRUCE COPELAND in *Student Life*.

SCHOOL NEWS DIGEST

Edited by THE STAFF

CHANGING WORLD DEPT.: One of this journal's overworked typewriters recently got out of order. In response to our call for a typewriter mechanic, a pretty blonde young lady showed up with her tool kit. She did all right.

VICTORY VACATIONS: About 300 teachers worked in the Seattle plant of Boeing Aircraft Corp., states Elizabeth Faulkner King in *Washington Education Journal*. Most of them were employed as junior inspectors or personnel workers. But many worked as rivet buckers, beginning mechanics, fork truck operators, "jitney drivers", etc. They could choose work on the day, swing, or graveyard shift. Some picked the graveyard shift (only 6 hours long) so that they could attend summer school or "put in extra time canning"—or, in one case, so that the teacher could play 3 hours of golf daily.

RESOURCES: The South must learn to make better use of its resources—and in the movement to that end the Southern high schools can play a big part in their communities. The past summer, reports *Virginia Journal of Education*, 7 Virginia high-school principals held a 3-week conference at Charlottesville, sponsored by the University of Virginia, to work on community-improvement plans that could be put into action in their own localities. Main purpose is to see how effective the high-school principal can be in interesting citizens of his community in community potentialities and problems, and in organizing a program of action. Second purpose is to see to what extent the principal's better knowledge and understanding of the community will react on the school's curriculum. This is one of a number of Southern educational projects aimed at improving living conditions in the South.

LIVING COST: Average salary of teachers, supervisors, and principals throughout the country has risen from \$1,441 in 1939-40 to \$1,550 in 1942-43, an increase of 7.5%, according to the National Education Association and the U. S. Office of Education. But U. S. Bureau of Labor statistics show that during the same time the cost of living has risen 21%. "During the war emergency," states Dr. J. Cecil Parker, chief of the Educational Services Branch of the OPA, "teachers and school administrators are recognizing that holding the line on prices is essential to the maintenance of their own living standards and to the economic welfare of all civilians on the home front. By vigorous support of

price control and other necessary wartime economic measures, teachers can protect the purchasing power of their present salaries and savings."

PUBLICITY: Recently the Faribault, Minn., *Daily News* devoted "practically all of the reading content" in a 12-page edition to the work of the Future Farmer group of the local high school, states *Minnesota Journal of Education*. It's a reminder that schools can still compete with the war news for publicity space.

BASIC ENGLISH: An issue of the Washington Square College *Bulletin* recently appeared, written in Basic English, the 850-word global language which is to compete with Esperanto, reports the *New York Post*. The *Bulletin's* editor (known as "head man" in Basic English) states that he wanted to say the project made him a "wreck", but could find no word for it in Basic. It seems that in Basic English, "students" are "mans and womans learning". The troops who learn "pidgen English" in New Guinea should be right at home with Basic. As we recall, "student" in pidgen would be something like "him fella ketchim book".

DISCRIMINATION: No future conventions of the National Education Association will be held in cities that practice racial discrimination. Such was a resolution passed at the 1943 NEA meeting in Indianapolis, Ind., states Milton H. Andrus in *Colorado School Journal*. Mr. Andrus mentions examples of discrimination in Colorado communities: In some places of business in the southern part of the state are signs that warn, "No Spanish Trade Solicited". Mr. Andrus opines, "This is especially ironic and sadistic in areas that have Spanish names and a background of Spanish culture."

ANCILLARIES: Recently the "dean of ancillaries" among New York City teachers was announced in *New York Teacher News*—a teacher who had licenses to teach 5 different subjects. Now an item has been published heralding a new "ancillary champion" in the city—a teacher of French who has licenses to teach 6 different subjects. If any CLEARING HOUSE reader wishes to buck this encyclopedic record to establish himself as the national champion, pro tem, let him communicate with us. Surely in this broad land there is someone licensed to teach 7 different subjects.

(Continued on page 256)

► EDITORIAL ◀

“Having a Wonderful Time” —at School!

PERHAPS YOU have never written the ordinary, worn-out little phrase on the back of a picture post-card—and certainly not since the stage and Hollywood used it to symbolize the two-weeks-with-pay vacation solace of the white-collar worker.

“I’m having a wonderful time!” But haven’t you felt it and said it on countless occasions, vacation-times, worktimes, quiet-times, busy-times, active-times, lazy-times?

A good junior high school should offer each pupil opportunities to participate in activities and experiences which would enable him to say, sincerely and enthusiastically, “work”-period or “play”-period, “I’m having a wonderful time!”

The millennium, you say, must arrive before the average adolescent will admit that he can have a very good time at school? Maybe some won’t even put it into so many words, but these “don’t-like-schoolers” are often betrayed by their own interests and enthusiasms into enjoying themselves.

Why shouldn’t they enjoy themselves? After all, doesn’t enjoyment of any situation consist of using all means available to get a maximum of pleasurable experiences? If we house these pupils in attractive, healthfully-planned school buildings—furnish them with the books and equipment for satisfying their eager curiosity about the world in which they live—give them opportunities to make their own experiments and to draw their own conclusions as the result of those experiments—provide them with an environment in which they can express themselves naturally and grow toward the best realization of their inter-

ests, aims, and abilities—we have given these pupils the means for enjoyment. Then, as teachers, if we can help them to use these means to obtain satisfaction and a sense of accomplishment, we’ll find many who will come right out and admit that “school is fun”.

Can the proper ideals and attitudes for democratic living be developed in a junior high school where everyone is busy having the best possible time?

What of the discipline problems—the “paper-airplane hurler,” the bored squirm who yawns through reading class, the irrepressible comedian who disrupts his group by clowning?

Through the patience and understanding of a teacher who finds out what makes them act that way, these malcontents can be given opportunities to find more satisfaction in real accomplishments. The air-minded enthusiast may be challenged by a problem in model airplane construction; the laggard in reading class may find his attention held by lively reading matter on his own level of achievement; the class jester may be the very person to write the play which marks the end of a particular unit of study.

No group of pupils driving toward a definite goal of accomplishment will tolerate the interruptions of an individual seeking to call attention to himself in a way which handicaps their efforts. When the smart-aleck is deprived of his audience, he soon learns that he can regain his place in the sun only by contributing to the group effort.

In my own classroom I’m taking up the challenge offered me all unwittingly by

Maryanne one Monday morning recently.

"Oh, golly," sighed Maryanne, as she assembled books and papers in the brief homeroom period before the beginning of classes, "Monday again! Monday and Friday don't amount to much—just regular school days."

With momentary wonder as to whether the two teacher-expressions, "Monday, oh Lord!" "Friday, thank God!" had their

counterparts in the pupils' thoughts, I encouraged her to go on.

"You see," continued Maryanne, "we have a wonderful time on Tuesday in dramatic club, on Wednesday in the two periods of homemaking, and on Thursday in glee club, but Monday and Friday—just regular school days."

DOROTHEA A. MURPHY
High School, East Haven, Conn.



Our Hit Parade

Teachers who have taught retarded or slow-learning pupils realize how difficult it is to arouse an interest in writing. My problem class was made up of pre-apprentice and technical boys—eighteen of them. This English class met the fourth period, from 11:30 to 12:30, when the boys were either hungry, sleepy, or rarin' to go.

The main interest of the entire class seemed to be dancing and popular music, and an English class was hardly the place to encourage too much of that. But since the Lucky Strike "Hit Parade" was a favorite radio program of all of the students, we decided to have a hit parade of our own each week. Only ours would be a parade or collection of the "hit" compositions, letters, poems, or any written work which we might be studying.

What a happy thought! When the hits were posted under the slogan "Our Hit Parade" each Monday, there was a big rush to get into the room to see which themes had made the bulletin board. The boys clustered around the board three deep to see if their brain child was among the "hits". Although names of the writers were never on the articles, everyone soon knew who the winners were by their shouts, such as:

"Here's one of mine and, looky! Here's another one!"

This idea was extremely successful in this one particular remedial class. Self-confidence was restored to a degree; writing was exciting, adventurous, and fun—even for the teacher.—EVELYN THOMAS GRAHAME in *The English Journal*.

Education for Rural Life

Several youth problems must be met by the broad community program. These problems are:

1. The way must be opened to rural youth to identify itself with community activities so that it has the feeling of being needed and useful in the community.
2. Individual rural youth needs guidance in finding in the community a place of maximum social usefulness and personal satisfaction.
3. Some rural youth must be guided out of the home community and prepared for other fields of human activity.
4. Occupational conditions on the farm and in

agricultural industries must be improved so that they may compete successfully with urban industry and business, i.e., wages, income from rural investment, hours of work, working conditions, child labor.

5. Provision must be made for recreational life that can compete with urban amusements and satisfy the needs of rural youth for social, physical, and intellectual recreation.

6. Education of rural youth must be for the vocational, social, and recreational problems of rural life as well as for broader cultural understanding.—C. E. RAGSDALE in *Phi Delta Kappan*.

SCHOOL LAW REVIEW

Tenure and Retirement Work for Improvement of Teaching

By DANIEL R. HODGDON

Every attempt to improve the status of teachers has been fought by legal procedure both within and without the profession.

Retirement for teachers who have worked on small salaries and have enjoyed in many cases very little of the pleasures of other professions or workers, is a democratic procedure of equalizing opportunities, benefits, and protection in old age for those who serve the public. "Freedom from want and fear" is one of the means of expressing the four freedoms.

Where there is no tenure and retirement an appalling number of efficient and capable persons soon leave the work of teaching for better security and wages in other fields. This trend probably will become more evident now that unionism has received a high legal status and governmental endorsement as a normal social procedure, dignified by courts of law and equity.

No longer may the so-called "teacher caste" of the good old U.S.A. draw their skirts unto themselves and say it is beneath their dignity to be in a union, for unions among teachers have been rapidly developing in the past few years, especially since Congress has made the union a part of the democratic procedure. College professors—brilliant scholarly individuals—have joined unions because they refused to accept the snobbish "holier than thou" attitude of conservative pedagogues.

No doubt the teachers' insecurity has resulted in a great loss to the public and taxpayer, by subjecting children to badly trained, inefficient, and inadequate teacher personnel. Tenure and retirement have brought into the profession efficient individuals willing to give a lifetime to teaching. This will be increasingly so as time goes on. Retirement laws are quite different in different states, but in general the laws provide for contributions by teachers through deduction of a certain percentage from their salaries. The state then makes a contribution equal to or greater than that of the teachers.

In some states all teachers must belong to the retirement system. In other states retirement is voluntary. Some states make retirement compulsory for new teachers who enter the profession after the

retirement law has become effective and voluntary for those teachers in service before the law takes effect. Retirement laws also provide for disposal of teachers' contributions if death takes place before retirement.

Constitutionality of tenure

The first great question which arose concerning the retirement law was that of constitutionality. Those not American enough to adopt the philosophy of freedom from want for persons whose meager salaries permit no opportunity to provide for old age quickly questioned the constitutionality of the retirement laws on the grounds that they were "class" legislation. "The teachers," they shouted, "are singled out for special treatment."

But the courts have disposed of this contention by pointing out that the teachers by their profession are set apart—like other professions—in a special classification. The law of the land is that when classifications are based upon genuine differences and the law operates uniformly upon the classification, such a law cannot be considered as being special class legislation forbidden by a constitution.

For value received

One of the most bitterly contested points has been the constitutional provision that no state employee shall be granted extra compensation by the legislature.

Teachers are state employees and the legislatures of our states have in general been given the authority to provide for educational matters as they see fit. A legislature may determine by what means it wishes to promote education within a state. If retirement—in the opinion of the legislature—will promote a more competent school system and encourage better and highly experienced teachers to remain in the school system, the expenditure for retirement by the state is for a public purpose for which the state receives value.

In almost all cases the states pay for the retirement, not the local boards of education, as is often

believed by most teachers. Boards of education or school districts make no direct contribution. The amount necessary for retirement is provided by special state appropriations or is included in state aid for education. In all cases it should be definitely earmarked by the state legislature for its special purpose.

Without authority from the legislature a board of education has no power to hold back any part of a teacher's salary for a pension, nor has a board the power to make a contract with a teacher permitting the board to withhold any proportion of the salary of the teacher in a pension fund. A board of education is a mere agent of the state, and authority to make any type of contract must be clearly given it by a mandate of the legislature.

A statute which provides for the taking of a certain percentage—such as 4 per cent—of a teacher's salary for a pension, is unconstitutional and void. Such a statute would take the private property of one person for the benefit of another; it is a tax, and violates the constitutional provision requiring the levy of taxes to be uniform.

To provide for a teacher's pension, the amount of the deduction from the teacher's salary is held in the teacher's name by some agency of the state, such as the State Teachers' Retirement System. This deposit belongs to the teacher and interest is paid on it. When the teacher retires the fund he has deposited is used to help buy his retirement pension. This procedure is constitutional because the teacher may have the deposit back, with interest, at any time, if he leaves the school system.

It should be noted that the state cannot provide pensions for teachers who have already retired. Such procedure is unconstitutional on the ground that it is a grant of additional compensation.

See *State ex rel. Didgeon v. Levitan, State Treasurer*, 181 Wis. 326, 193 N.W. 499 (1923).

Mahon v. Board of Education, 171 New York 263, 63 N.E. 1107, 89 Am. St. Rep. 810 (1902).

Note: 37 A.L.R. 1163, *Busser v. Snyder*, 282 Pa. St. 440, 128 A.T.L. 80, 37 A.L.R. 1515.

Soundness of pension laws

Has a teacher a vested contractual right to a pension? May the state take a pension away from a teacher? Would such an act impair the obligations of a contract?

If the statute clearly makes the obligation to pay the teacher a pension a contract, the state cannot take the pension away, but if the statute merely makes it a *policy* of the state to give teachers a pension it may change the pension law at any time or destroy the pension entirely.

New York State offers an example of such a statute. A few years ago this state altered its pension law by creating a contract between the teacher and the state, thus changing the pension systems from a policy to a contract basis. Pension legislation cannot be changed by subsequent legislation for those who have obtained a right under the present statute. Of course the legislature can change a pension system for those who may later join the system.

See *State ex rel. O'Neil v. Blied*, 188 Wis. 442, 206 N.W. 213 (1925).

Raines v. State Teachers' Pension and Retirement Fund, 365 Ill. 610, 7 N.E. (2d) 489 (1937), *N.Y. State Pension Law*.

Dodge v. Board of Education, 302 U. S. 74, 58 S. Ct. 98, 82 L. Ed. 57 (1937).

Note: 50 L.R.A. (n.S.) 1021.

What the Teachers Talked About

Several official snoopers were appointed by *Washington State Education* to eavesdrop on the small talk of groups of teachers attending the recent Washington Education Association convention. Following are typical excerpts from the snoopers' reports of what went on:

"During this past week (late April) our teachers talked chiefly about salaries, contracts and in-service training. I would not *dare* take notes for publication on their comments on salaries."

"Two 'howlers': (1) A test question asked the definition of the word 'contraction'. One child wrote, 'A contraction is an old wreck of a car.' (2) A hygiene completion test stated: 'Kissing is dangerous because _____. On boy filled out, 'because you might get slapped.'"

"What did I do this weekend? Wore myself out. We danced Friday night at _____; then went to _____ and danced some more. Next night we went to a flight squadron's party."

"One of my boys has just come to school without breakfast. His father goes to work at 7:30; his mother goes at 7:45. This child just overslept until 9:30. All he had to eat was a piece of bread and butter. What is going to happen to these children? We can't do all the raising of children."

"Miss _____ has an orchid? Don't tell me! Who sent it? Right there to school? Guess he'd be sure it would reach her. Is she going to get married? Not until the war is over? How quaint! I'd leave this business if I could. No money, no time, no private life!"

BOOK REVIEWS

JOHN CARR DUFF and PHILIP W. L. COX, *Review Editors*

How to Pass a Written Examination, by HARRY C. MCKOWN. New York: McGraw-Hill Book Co., Inc., 1943. 155 pages, \$1.50.

Today written examinations are! In many institutions they are mandatory both for students and for teachers. That they will have less importance in the future seems probable. But now their crucial character must be recognized and dealt with.

We are grateful to Harry McKown for his sympathetic understanding of the students' viewpoint and emotional tenseness in relation to examination passing. Regardless of the reasonableness of specific tests or the degree of importance attached to them by instructors and institutions, written examinations usually imply insecurity and a degree of frustration on the part of the examinee that threatens otherwise pleasurable learning adventures.

In *How to Pass a Written Examination*, Dr. McKown essays "to make a start in plugging this great gap in our educational program"—the lack of continuity between instruction in subject matter and specific preparation for the accompanying hurdles of examination passing. It is as though a football coach taught his charges the specific processes of the game but never gave them practice and critical oversight in getting ready for a contest.

He explores the objections to and the justifications for the practice of giving written examinations in a chapter that should be of great value to teachers as well as to students. There follows advice for emotional, physical, and mental preparation for the ordeal, and general suggestions for taking examinations. The answering of essay and of objective questions is discussed and advice is offered for post-examination attitudes and practices. The treatment in each chapter is made concrete by means of examples.

P. W. L. C.

As the Child Grows, by HELEN B. PRYOR. New York: Silver Burdett Co., 1943. 393 pages, \$3.

From the time of William James's classic treatment of psychology, a half-century ago, there has been general recognition of the importance of physical structure and development as a background against which mental-emotional phenomena should be studied. Nevertheless, the implicit impeachment of Dr. Pryor, in *As the Child Grows*, is justified in the total picture, educational psychologists in

their discussions of "consciousness", behavior, and personality have not always treated collaterally their bases in anatomy, physiology, and immunology, the specialties of which sciences contribute significantly to the mental-emotional expressions of human beings.

Peculiarly important is such emphasis on the body for a grasp of the newer psychological jargon of the gestalt or organismic school. In this volume the author provides a clearly written exposition of the biological development of the socially conditioned child from birth through adolescence. The book should prove of value not only to students of psychology but also to young married people who would sympathetically understand their own children.

P. W. L. C.

Introductory Psychology, by LAWRENCE A. AVERILL. New York: Macmillan Co., 1943. 556 pages, \$2.20.

Averill has prepared this book to serve pupils in the later years of their high-school courses. It aims to help them to adjust themselves to a normal and sane manner of life in a world of conflict and confusion. This purpose is of peculiar importance for youths who are entering a world wherein old stereotypes and mores are breaking down before an age of accelerating technology and world-wide economy. It is an orientation that teachers and other institutionalists must make for themselves if they are to nourish and guide youths.

The successive chapters deal with human events and habits; psychological science; study and attitudes; attention, remembering, and learning; work, fatigue, and interest; feelings and emotions, thinking; wish-thinking and propaganda; inheritances; obstacles; vocational choices; character; harmonious living; personality; crime and delinquency; and mental health. The style and concrete approach of the book evidences the successful experience of an able teacher of young people.

P. W. L. C.

Health in the World of Work, by JESSE F. WILLIAMS and DELBERT OBERTENFER. New York: McGraw-Hill Book Co., 1942. 398 pages, \$1.96.

Living, working, and playing and resting, may seem to most of us to be so unconsciously adapted to daily routine and physical needs as readily to become automatic. To a considerable extent this

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P. W. L. C.

"Good Neighbor" Series, by SYDNEY GREENBIE, Evanston, Ill.: Row, Peterson & Co., 1942-43. 84 pages and 56 cents each.
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The four unit booklets of the "Good Neighbor" Series, edited by Commissioner of Education John W. Studebaker, are most attractive volumes, both as to format and illustrations and in literary style. The author succeeds admirably in establishing for the reader a sympathetic personal interest in the people of the countries with which these booklets deal.

In places he flashes a stark realism that illuminates the problems which must be faced if Pan-American friendship is to triumph over coercion and corruption. "A few starved men, matches, and a cane field. That's our Cuban revolution!" says the farmer. "Once more the foreigners were shown that if the Cuban people could not have justice they would have revenge. This incident might have happened in Cuba at any time during the past fifty years; it may happen in the future."

And so it or its analog could have happened in other countries and among other peoples; and may happen again. The endless futility of oppression and callousness must be recognized if North American youths and their parents are to support a sincere good neighbor policy in our hemisphere and in the world. History must expose the significant causes of suspicion and unrest as well as the fundamental friendliness and general decency of human beings as individuals and as social groups. The ephemeral aspects of cultures need not be neglected—indigenous and imported fine arts and gracious manners—but neither should they be central in a study of Pan-Americans.

The author has succeeded admirably in maintaining perspective and balance in these matters.

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The new October 1943 report, "Essential Mathematics for Minimum Army Needs," offers high schools an authoritative guide for developing a course "lasting if possible a full year or more, needed to give young men about to enter the Army the basic mathematics which they will need." This report was prepared by a committee of mathematics specialists, working in cooperation with government agencies and Army training officers. A total of 49 mathematics skills are listed as *actually needed* by nearly all men in their basic training. It has been found that even pupils enrolled in advanced mathematics courses need brush-up and remedial work in these 49 "lower-order" mathematics skills. The 40-page report, "Essential Mathematics for Minimum Army Needs" was published in the October 1943 issue of *The Mathematics Teacher*, 525 West 120th St., New York 27, N.Y., from which reprints may be ordered at 15 cents each.

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Liberal Education Re-examined, by T. M. GREENE, C. C. FRIES, H. M. WRISTON, and WILLIAM DIGHTON. New York: Harper & Bros., 1945. 134 pages, \$2.

By the twentieth century the liberal arts college had already become a degree-granting, formally-regulated, respectability-insuring institution. It still flaunted the banner of intellectual and spiritual freedom while it gloried in mental disciplines and conformity to type.

Today it tardily faces the challenge of a world in confusion—a world in which the original mission of liberation of the human mind is threatened both by our national preoccupation with winning the war and by the world-wide scientific-technological developments that make for regimentation of thought and action.

The authors of *Liberal Education Re-examined* are members of a committee appointed by the American Council of Learned Societies to assess the role of liberal arts in modern democracy. After exploring the contemporary scene and the place of institutional education in it, the Committee studies the interrelations of the ideal objectives of democracy and of education in a democracy. Chapters are devoted to the subject fields and to the academic levels of formal education.

On the whole the report is a vigorous apology for the academic school and college with such experimental modifications in synthesis and differentiation as it had achieved in conservative institutions during the 1930's. Emphasis is placed on the permanent values of the "languages" of human intercourse, the facts of nature, human nature, and human society, and the main techniques of acquiring new knowledge in these realms in democratic life. Sensitivity and social responsibility are assumed to be by-products of knowledge and intellectual freedom.

P. W. L. C.

Education Between Two Worlds, by ALEXANDER MEIKLEJOHN. New York: Harper & Bros., 1942. 291 pages, \$3.

Whenever Alexander Meiklejohn speaks he says something important, stimulating, and usually controversial. In his *Education Between Two Worlds* he is concerned with the past, present and future roles of intellectual processes which underlie the dichotomy of civilizations. The continuing world conflict, marked by such explosive outbursts as World Wars I and II, cannot be resolved until the intellectual dilemmas are solved.

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P. W. L. C.

Fighting Fire, by BURR W. LEYSON. New York: E. P. Dutton & Co., 1943. 254 pages, \$2.50.

This wartime edition of *Fighting Fire* is a clearly written exposition of the personnel and work of the New York City Fire Department. Few citizens have more than a hazy notion of the specialized services, complex mechanisms, and administrative controls which make this great organization so effective in the protection and salvaging of the metropolitan community it serves. For eight months the author studied the department, actually experiencing many of the strenuous and, apparently at least, hazardous trials of the trainee. The book is richly illustrated.

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Creative Teaching in Art, by VICTOR D'AMICO. Scranton, Pa.: International Textbook Co., 1942. 241 pages, \$2.50.

It is over a quarter-century since Floyd Dell helped us to understand the continuity between the curiosity, creativity, and freedom from conventionality characteristic of childhood and the mental-emotional orientation of the adult artist, at least in his specialty. D'Amico in *Creative Teaching in Art* makes explicit some of the implications of this thesis. The child is an artist . . . "a potential creator endowed with those sensibilities that characterize the artist". The teacher helps him best to retain and progressively develop his attitudes and skills by

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P. W. L. C.

The Use of Tests and Rating Devices in the Appraisal of Personality (revised), by ARTHUR E. TRAXLER. New York: Educational Records Bureau, 1942. 74 pages.

This revision of the pamphlet on the uses of tests and rating devices in the appraisal of personality brings the list of these instruments up to date.

A survey of procedures in the various areas of appraisal is followed by a selected and annotated list of personality tests and rating devices and of tests and reading references for important aspects of personality. Finally there is a brief but adequate summary which discusses the validity and reliability of personality tests and the uses of results.

P. W. L. C.

Book Selection for Secondary School Libraries, by WILLARD A. HEAPS. New York: H. W. Wilson Co., 1942. 335 pages, \$2.50.

This study, designed primarily for high-school librarians and teacher-librarians, may be of some value to school principals, inasmuch as the supervision of book purchasing and the supervision of book circulation are both, in most high schools, a phase of the principal's responsibility. Mr. Heaps has not suggested any innovations; his treatment of the subject is the conventional one.

The book treats the topic under four general headings: (1) adolescent interests, especially reading interests and the problems related to reading skill, (2) book selection from the librarian's viewpoint, stressing the librarian's craft, (3) the curriculum subjects as bases for book selection, and (4) the problems and processes incident to book selection. The volume is replete with lists and lists of lists. The format and typography is up to the high standard librarians hope to find in books they select for others, and deserve to have in books they must order for their own professional use. J. C. D.

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SCHOOL NEWS DIGEST

(Continued from page 242)

UNDERSTANDING: During the preceding school year the senior core-curriculum class of University High School, Morgantown, W. Va., spent several months in studying Negro discrimination and segregation. The class corresponded, and had joint discussions, with Monongalia High School (Negro). Last spring the two schools held a county-wide conference on racial problems, to which representatives of the 5 high schools of the county were invited, reports Rosalie Sanders in *American Unity*. Morning sessions included a joint assembly program; the afternoon session was addressed by two guests, the county superintendent of schools and the state supervisor of Negro schools; and the conference ended with a tea given by University High School's home-economics department.

SING: A community sing sponsored by the Waynesboro, Va., Public Schools and held in the high-school auditorium was so successful that another will be held soon, reports *Virginia Journal of Education*. Here is the publicity plan that brought a large turnout: The local newspaper printed 7 stories on the event; high-school art classes made posters which were placed about town; the backing of local civic organizations meant publicity among their members; movie theaters ran slide announcements on their screens; and announcements were made at church services and on church bulletin boards.

IDEA: Hold your breath—a brand-new solution for the juvenile delinquency problem has appeared. Out in Davenport, Ia., District Judge W. W. Scott had just got through sentencing 3 girls, aged 15 to 17, to the State Training School for Girls. Then, states the *New York Post*, he said he knew a way to lower juvenile delinquency—eliminate co-education after the third grade. No co-education in grades 4 through 12. Boys and girls can be prepared better for their place in society by training under teachers of their own sex, opines the judge. He probably doesn't know what a large minority men form on high-school faculties. And anyway, life situations are the best training for life. The last we heard, life itself is still co-educational.

VOCATIONAL TRAINING: From July 1, 1940, to June 30, 1943, the U. S. vocational training program has turned out 8,743,000 war-production workers, states *American Vocational Association Journal*.